

## Alignment with Maryland Standards

Maryland English Language Arts Content Standards	William and Mary Language Arts Curriculum
Organized in six strands or areas: reading, literature, writing, language, listening, and speaking	Major goals in literary analysis and interpretation, with emphasis on a variety of literary genres (Goal 1); persuasive writing (Goal 2); linguistic competency (Goal 3); and oral communication (Goal 4); goals in reasoning (Goal 5), and concept of change (Goal 6) integrated across strands
<b>READING:</b> Students examine, construct, and extend the meaning of a variety of self-selected and assigned texts by applying a range of reading strategies and analytic techniques (1.0).	Major goal in analysis and interpretation of literature (Goal 1); broad-based reading in poetry, short story, biography, essay, and novel forms, including some assigned and some choice selections; readings selected based on criteria for challenging literature, multicultural literature, and connection to the concept of change
Emphasis on comprehension and interpretation of informational text (1.5)	Questioning strategies encourage students to refer to specific evidence in text to support discussion and writing; research project incorporated into each unit requires information-gathering from a variety of resources; major goal in reasoning (Goal 5) encourages critical reading
Emphasis on evaluation of text based on content and structural features (1.1, 1.6)	Literary analysis and interpretation activities organized around questions and a graphic organizer that systematically explore relationship of structure and content of text; major goal in reasoning (Goal 5) incorporates emphasis on determining purpose and point of view across texts as well as evaluating resources for research project
Emphasis on independent reading (1.8)	Extension assignments suggested throughout units, including options for additional readings in similar genres to required readings or by similar authors; Navigators offer additional extensions and suggestions to support independent reading
<b>LITERATURE:</b> Students interpret and analyze the meaning of literary works from diverse cultures and authors by applying different critical lenses and analytic techniques (2.0, 2.2), with emphasis on reading and comparison across cultures and across literary genres, including connection of form and purpose (2.1, 2.3)	Major goal in analysis and interpretation of literature (Goal 1); broad-based reading in poetry, short story, biography, essay, and novel forms; readings selected based on criteria for challenging literature, multicultural literature, and connection to the concept of change; major goal in reasoning (Goal 5) encourages critical reading
Emphasis on evaluating the influence of culture, history, and author's life and time on literary works (2.3, 2.4)	Literature studies incorporate attention to influence of context and culture through questioning and interdisciplinary activities; central emphasis in one unit and exploration in others on connection of authors and their works
Emphasis on analysis of text, including interaction of the text with reader's feelings and attitudes to create response (2.4)	Literary analysis and interpretation activities organized around questions and a graphic organizer that systematically explore reader response and basis in text
<b>WRITING:</b> Students produce informational, practical, persuasive, and narrative writing that demonstrates an awareness of audience, purpose, and form using stages of the writing process as needed (3.0)	Writing emphases incorporated throughout units include major goal in persuasive writing (Goal 2), use of response journals, research reports that inform within a persuasive structure, and other activities encouraging narrative, descriptive, and poetic writing; emphasis on writing process incorporated as outcome within Goal 2

Emphasis on organization and focus of writing (3.1) and on revision and evaluation of writing (3.3)	Writing instruction organized around application of a model for persuasive writing, with emphasis on understanding the model and then refining writing within and beyond initial structure; writing process incorporated as outcome within persuasive writing goal (Goal 2); self, peer, and teacher evaluations for use in review and revision of writing included in all units
Emphasis on research, including use of information resources and synthesis and presentation of findings (3.2)	Issue-based research project incorporated in each unit, with emphasis on stages of the research process (e.g., developing questions, gathering data, summarizing and synthesizing from data sources, presentation of findings); major goal in reasoning (Goal 5) emphasizes questioning and evaluating of sources
Emphases on personal narrative writing (3.4), informational writing (3.6), persuasive writing (3.7)	Major writing instruction focused on persuasive writing (Goal 2); opportunities for personal narrative writing incorporated in response journals and other activities; informational writing incorporated within persuasive structure of research report
Emphasis on developing collection of independent writings (3.8)	Recommendation within units for students to select writing products for inclusion in individual portfolios
<b>LANGUAGE:</b> Students understand and use the structures and conventions of the English language in their oral and written communication (4.0)	Major goal in linguistic competency (Goal 3) with particular emphasis on vocabulary development, language study, and grammar; major goal in writing (Goal 2) emphasizes using the writing process to revise and refine writing and use of language
Emphasis on acquisition and application of new vocabulary, including use of knowledge of word parts, origins, and relationships (4.1)	Vocabulary study across units emphasizes depth in word study, including exploration of word stems, origins, and relationships to extend vocabulary
<b>LISTENING:</b> Students demonstrate effective listening to learn, process, and analyze the meaning of information (5.0)	Major goal in oral communication (Goal 4); heavy emphasis on discussion in small and large groups
<b>SPEAKING:</b> Students communicate effectively in a variety of situations, with different audiences, purposes, and formats (6.0), emphasizing effective organization and delivery strategies (6.1)	Major goal in oral communication (Goal 4), including formal and informal presentations, heavy emphasis on discussion, and instructional emphasis on planning and evaluating delivery of presentations
Emphasis on oral presentations, including presenting and supporting a position (6.2)	Major goal in oral communication (Goal 4), with formal and informal presentations, including presenting persuasive argument derived from issue-based research project; major goals in persuasive writing (Goal 2) and reasoning (Goal 5) emphasize presenting and supporting a position
Emphasis on self- and peer-evaluation of oral presentations, using student and teacher-generated criteria (6.3)	Major goal in oral communication (Goal 4), including evaluation of self and others in presentations

Source for standards: *Maryland English Language Arts Content Standards*, Maryland State Department of Education, 2000