

Language Arts Scope and Sequence 6-12
Irving Independent School District

Concept	Skill	6	7	8	9	10	11	12
Listening/Speaking Strand								
Listening Purposes	Eliminate barriers to effective listening	M	M	M	M	M	M	M
	Provide appropriate feedback to speakers	M	M	M	M	M	M	M
	Listen attentively in small and large groups	M	M	M	M	M	M	M
	Determine the purposes for listening such as to gain information, solve problems, and enjoy and appreciate	I	I	I	M	M	M	M
	Understand the major ideas and supporting evidence in spoken messages	I	I	I	M	M	M	M
	Use knowledge of language and develop vocabulary to interpret accurately the speaker's message	I	I	I	I	I	I	I
	Listen to learn by taking notes, organizing, and summarizing spoken ideas	I	I	I	I	I	I	I
Critical Listening	Interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives	I	I	I	M	M	M	M
	Identify and analyze the persuasive techniques a speaker uses such as selling, convincing, and using propaganda	I	I	I	M	M	M	M
	Distinguish between the speaker's opinion and verifiable fact	I	I	I	M	M	M	M
	Monitor own understanding and seek clarification as needed	M	M	M	M	M	M	M
	Compare own perception of a message with the perception of others	M	M	M	M	M	M	M
	Evaluate a message in terms of its content, credibility, and delivery	I	I	I	M	M	M	M
Appreciation and Enjoyment	Listen to proficient, fluent models of oral reading to develop vocabulary	I	I	I	M	M	M	M
	Analyze oral interpretations of literature such as language choice and delivery for effects on the listener	I	I	I	M	M	M	M
	Analyze the use of aesthetic language for its effects such as its cadence, repetitive patterns, and use of onomatopoeia	I	I	I	M	M	M	M
Cultural Elements	Connect own experiences, information, insights, ideas with experiences of others through speaking and listening	M	M	M	M	M	M	M
	Compare oral traditions across regions and cultures	M	M	M	M	M	M	M
	Identify how language use such as labels, sayings, and usages reflects regions and cultures	M	M	M	M	M	M	M
Speaking Purposes	Adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion	I	I	I	M	M	M	M
	Demonstrate flexibility in using verbal and nonverbal language to hold attention and to communicate ideas	I	I	I	M	M	M	M
	Ask thoughtful questions and respond to questions appropriately	M	M	M	M	M	M	M
	Make relevant contributions in conversations and discussion	I	I	I	I	I	M	M

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	Demonstrate effective communication skills that reflect such demands as interviewing, reporting, and requesting information	I	I	I	M	M	M	M
	Use dramatic forms to communicate ideas effectively	M	M	M	M	M	M	M
	Generate criteria to evaluate own oral presentations and the presentations of others	I	I	I	I	M	M	M
Speaking Clarity & Appropriateness	Use effective rate, volume, pitch, and tone for the audience and setting	M	M	M	M	M	M	M
	Choose vocabulary and usage to describe ideas, feelings, and experiences clearly	M	M	M	M	M	M	M
	Give precise directions and instructions	M	M	M	M	M	M	M
	Clarify and support spoken ideas with evidence, elaborations, and examples	M	M	M	M	M	M	M
	Present and advance a clear thesis and support the major thesis with logical points or arguments				I	I	I	I
	Present organized statements, reports, and speeches using visuals or media to support meaning	M	M	M	M	M	M	M
*Reading Strand (6th and 7th Grade Objectives addressed primarily through separate reading course)								
Word Recognition	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words	T	T	T	I	T	M	M
	Use structural analysis to identify words (prefixes such as <i>dis-</i> , <i>non-</i> , <i>in-</i> ; suffixes such as <i>-ness</i> , <i>-tion</i> , <i>-able</i> , as well as bases)	T	T	T	I	T	M	M
	Locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources	I	I	I	M	M	M	M
Fluency at Appropriate Levels	Read regularly in independent-level materials (texts in which no more than 1 in 20 words is difficult for the reader)	M	M	M	M	M	M	M
	Read regularly in instructional-level materials that are challenging but manageable (texts in which no more than 1 in 10 words is difficult for the reader)	M	M	M	M	M	M	M
	Adjust reading rate based on purposes for reading	M	M	M	M	M	M	M
	Read aloud selected texts in ways that both reflect understanding of the text and engage the listeners	M	M	M	M	M	M	M
	Read silently with increasing ease for longer periods	T	T	T	I	T	M	M
Varied Sources	Select varied sources such as anthologies, novels, textbooks, newspapers, manuals, and electronic texts when reading for information or pleasure	I	I	I	M	M	M	M
	Read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for own writing	I	I	I	I	I	M	M
	Read in various sources such as diaries, journals, maps, letters, speeches, and memoranda				I	I	I	M
	Read for understanding of world literature				I	I	I	I
	Read for understanding of American literature				I	I	I	I

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	Read for awareness of Romantic, Realistic, and Naturalistic styles					I	I	I
	Read for understanding of British literature				I	I	I	I
	Read to take action such as to complete forms, make informed recommendations, and write a response	I	I	I	M	M	M	M
Vocabulary Development	Develop vocabulary by listening to selections read aloud	M	M	M	M	M	M	M
	Draw on experiences to bring meanings to words in context such as interpreting figurative language, multiple-meaning words, and analogies	T	T	T	I	T	M	M
	Use multiple reference aids such as thesaurus, synonym finder, dictionary, and software to enhance understanding and usage	I	I	I	M	M	M	M
	Determine meanings of derivatives by applying knowledge of the meanings to bases and affixes	T	T	T	I	T	M	M
	Study word meanings systematically such as across curricular content areas and through current events	I	I	I	I	I	I	I
	Distinguish denotative and connotative meanings	T	T	T	I	T	M	M
	Use word origins as an aid to understanding historical influences on English word meanings	I	I	T	I	T	M	M
	Distinguish between synonyms/antonyms and homophones/homographs	I	I	T	I	T	M	M
Comprehension	Use own knowledge and experience to comprehend	T	T	T	M	T	M	M
	Establish and adjust purposes for reading such as reading to find out, understand, interpret, enjoy, and solve problems	I	I	I	I	I	M	M
	Monitor own comprehension and make modifications when understanding breaks down such as rereading a portion aloud, using reference aids, searching for clues, and asking questions	I	I	I	M	M	M	M
	Describe mental images that text descriptions evoke	I	I	T	I	T	M	M
	Use the text's structure or progression of ideas to locate and recall information	T	T	T	I	T	M	M
	Determine text's main or major ideas and how the ideas are supported with details	T	T	T	I	T	M	M
	Paraphrase and summarize text to recall, inform, or organize ideas	T	T	T	I	T	M	M
	Draw inferences such as conclusions or generalizations and support them with text evidence and experience	T	T	T	I	T	M	M
	Find similarities and differences across texts such as in treatment, scope, or organization	I	I	T	I	T	M	M
	Distinguish fact and opinion in varied texts	T	T	T	I	T	M	M
	Answer different types of questions including test-like questions such as multiple choice, open-ended, literal, and interpretative	T	T	T	I	T	M	M
	Represent text information in different ways such as in outline, timeline, and graphic organizer	I	I	I	M	M	M	M

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	Use study strategies to learn and recall important ideas from texts such as preview, question, reread, and record	I	I	I	M	M	M	M
Responses to Various Texts	Offer observations, make connections, react, speculate, and raise questions in response to texts	I	I	I	M	M	M	M
	Interpret text ideas through such varied means as journal writing, discussion, enactment, and media	I	I	I	M	M	M	M
	Support responses by referring to relevant aspects of text and own experiences	I	I	I	I	I	I	I
	Connect Literature to historical contexts and current events				I	I	I	I
	Compare reviews of literature, film, and performance with own responses				I	I	I	M
	Use elements of textual materials to defend, clarify, negotiate responses and interpretations						I	I
	Connect, compare, and contrast ideas, themes, and issues across texts and content areas	T	T	T	I	T	I	I
Elements of Literature	Identify the purposes of different types of texts such as to inform, influence, express, and entertain	T	T	T	I	T	I	I
	Recognize the distinguishing features of genres such as biography, historical fiction, informational texts, and poetry	T	T	T	I	T	M	M
	Analyze characters such as their traits, motivations, points of view, relationships, and changes they undergo	T	T	T	I	T	M	M
	Recognize and analyze story plot, setting, and problem resolution	T	T	T	I	T	M	M
	Describe how the author's perspective or point of view affects the text	T	T	T	I	T	M	M
	Analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically, and 1 st , 2 nd , or 3 rd person points of view	T	T	T	I	T	I	I
	Analyze ways authors use persuasive techniques such as editorials, documentaries, and advertisements	I	I	I	I	T	M	M
	Recognize and interpret literary devices such as flashback, foreshadowing, symbolism, imagery, and irony	I	I	I	I	I	I	I
	Analyze conflict, symbol, and other poetic elements				I	I	I	I
	Evaluate the credibility of information sources and determine the writer's motives				I	I	I	I
	Evaluate how the writer's motivation may affect credibility					I	I	I
	Analyze the characteristics of clearly written texts including patterns of organization, syntax, and word choice				I	T	I	I
	Recognize logical, deceptive, and/or faulty modes of persuasion in texts				I	T	I	I

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	Recognize how style, tone , and mood contribute to the effect of the text	I	I	T	I	T	I	I
Research Process	Form and revise questions for investigations such as questions arising form readings, assignments, and units of study	I	I	I	I	I	I	I
	Use text organizers including headings, graphic features, and tables of content to locate and organize information	T	T	T	I	T	M	M
	Use multiple sources including electronic texts, experts, and print resources to locate information relevant to the research	I	I	I	I	I	I	M
	Locate appropriate print and nonprint information using technical resources including databases and the internet	I	I	I	I	I	I	I
	Record and organize information from multiple sources such as taking notes, making charts, and outlining ideas	I	I	I	I	I	I	M
	Produce research projects and reports in effective formats for various audiences	I	I	I	I	I	I	M
	Produce research projects and reports citing sources completely				I	I	I	M
	Draw conclusions from information gathered	T	T	T	I	T	I	M
	Use compiled information and knowledge to raise additional, unanswered questions	I	I	I	I	I	I	M
Common Elements of Culture	Compare text events with own and other readers' experiences	M	M	M	M	M	M	M
	Determine distinctive and common characteristics of cultures through wide reading	M	M	M	M	M	M	M
	Articulate and discuss themes and connections that cross cultures	M	M	M	M	M	M	M
Writing Strand								
Audience and Purpose	Write to express, discover, record, develop, reflect on ideas, and problem solve	M	M	M	M	M	M	M
	Write to influence such as to persuade, argue, and request, as in response to TAAS prompts	I	I	T	I	T	M	M
	Write to inform such as to explain, describe, report, and narrate, as in response to TAAS prompts	I	I	T	I	T	M	M
	Write in response to TASP prompts						I	I
	Write to entertain self and others	M	M	M	M	M	M	M
	Write in correspondence formats (friendly and business)	I	I	M	M	M	M	M
	Select and use voice and style appropriate to audience and purpose	I	I	T	I	T	I	I
	Choose the appropriate form for one's purpose for writing including journals, letters, editorials, reviews, poems, presentations, narratives, reports, and instructions	I	I	T	I	T	M	M

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	Use devices of writing effectively such as suspense, dialogue, and figurative language	I	I	T	I	T	M	M
	Produce cohesive and coherent written texts such as by organizing ideas, using effective transitions, and using precise wording	I	I	T	I	T	M	M
Conventions of Language	Write legibly by selecting cursive or manuscript as appropriate	M	M	M	M	M	M	M
	Capitalize and punctuate correctly to clarify and enhance meaning such as using hyphens, semicolons, colons, possessives, capitalizing titles, italics, and ellipses	I	I	T	I	T	M	M
	Spell derivatives correctly by applying the spelling of bases and affixes	I	I	T	I	T	M	M
	Spell frequently misspelled words correctly such as <i>their, they're, and there</i>	I	I	T	I	T	M	M
	Use correct plurals	I	I	T	M	T	M	M
	Use resources to find correct spellings	M	M	M	M	M	M	M
	Spell accurately in final drafts	I	I	T	I	T	M	M
	Understand the influence of other languages and cultures on the spelling of English words	M	M	M	M	M	M	M
Grammar and Usage	Write in complete sentences, avoiding fragments and run-ons, varying the types such as compound, complex, compound-complex, and appropriately punctuating the dependent clauses	I	I	T	I	T	I	M
	Use conjunctions to connect ideas meaningfully	I	I	T	I	T	M	M
	Vary sentence structure using coordination, subordination, pronoun reference, parallel structure, and conciseness		I	T	I	T	I	M
	Use appropriate end punctuation in declarative, imperative, interrogative, and exclamatory sentences	M	M	T	M	T	M	M
	Employ standard English usage in writing for audiences such as attends to subject-verb agreement, pronoun referents, and parts of speech	I	I	T	I	T	M	M
	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, correct verb forms, and parallel construction				I	T	I	M
	Use adjectives such as comparatives and superlatives and adverbs appropriately to make writing vivid or precise	I	I	T	M	T	M	M
	Use prepositional phrases as adjectives and adverbs to elaborate written ideas	I	I	T	I	T	M	M
	Uses appositive phrases to elaborate ideas	I	I	T	I	T	M	M
	Use gerund, participial, and infinitive phrases to elaborate written ideas	I	I	T	I	T	M	M
	Demonstrate control over more involved sentences containing gerunds, participles, and infinitives				I	T	I	M

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	Use adjective, adverb, and noun clauses to elaborate written ideas		I	T	I	T	M	M	
	Use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive	I	I	T	I	T	M	M	
	Write with increasing accuracy in the use of subjective and objective pronouns	I	I	T	I	T	M	M	
	Write with increasing accuracy in the use of complements	I	I	T	I	T	M	M	
	Write with increasing accuracy in the use of apostrophes in contractions and possessives such as <i>doesn't</i> and <i>Maria's</i>	I	I	T	I	T	M	M	
	Produce error-free writing in the final draft that communicates clearly and effectively	I	I	T	I	T	M	M	
Writing Process	Generate ideas and plans for writing by using prewriting strategies such as brainstorming, graphic organizers, notes, and logs	I	I	T	I	T	M	M	
	Develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text	I	I	T	I	T	M	M	
	Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text	I	I	T	I	T	M	M	
	Revise drafts for coherence, progression, and logical support of ideas	I	I	T	I	T	I	I	
	Edit drafts for specific purposes such as to ensure correctness in usage and mechanics, varied sentence structure, and appropriate word choice	I	I	T	I	T	M	M	
	Revise drafts for effective sentence structure, relevant details, and precise language			I	I	T	I	I	
	Revise word choice to clarify meaning				I	T	I	I	
	Proofread own writing and the writings of others for appropriateness of organization, content, style, and standard usage in the conventions of language, making corrections as needed	I	I	I	I	I	I	I	
	Use available technology to support aspects of creating, revising, editing, and publishing texts	M	M	M	M	M	M	M	
	Refine selected pieces frequently to publish for general and specific audiences	M	M	M	M	M	M	M	
	Select and use reference materials and resources as needed for writing, revising, and editing final drafts (dictionary, thesaurus, etc.)	M	M	M	M	M	M	M	
	Develop drafts both independently and collaboratively by organizing content such as paragraphing and outlining and by refining style to suit occasion, audience, and purpose							I	I
	Use vocabulary, organization, and rhetorical devices appropriate to audience and purpose							I	I
	Use varied sentence structure to express meaning and achieve desired effect							I	I

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	Employ precise language to communicate ideas clearly and concisely						I	I
Evaluation of Writing	Apply criteria generated by self and others to evaluate writing	I	I	I	M	M	M	M
	Respond in constructive ways to the writings of others	M	M	M	M	M	M	M
	Evaluate how well one's writing achieves its purposes	I	I	I	I	I	M	M
	Analyze published examples as models for writing	I	I	I	I	I	I	I
	Review a collection of written work to determine its strengths and weaknesses and to set goals as a writer	I	I	I	I	I	I	I
Inquiry and Research Process	Frame questions to direct research	I	I	I	I	I	M	M
	Use writing to formulate questions, refine topics, clarify ideas, and as a study tool to clarify and remember information				I	I	M	M
	Use writing to discover, organize, and support what is known and what needs to be learned about a topic				I	I	M	M
	Organize prior knowledge about a topic in a variety of ways such as by producing graphic organizers, conceptual maps, and learning logs	I	I	I	I	I	M	M
	Take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches	I	I	I	I	I	M	M
	Organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines	I	I	I	I	I	M	M
	Present information in various forms using available technology	I	I	I	I	I	M	M
	Compile written ideas and representations into reports, summaries, or other formats and draw conclusions				I	I	M	M
	Compile information from primary and secondary sources in systematic ways using available technology				I	I	M	M
	Evaluate own research and raise new questions for further investigation	I	I	I	I	I	M	M
	Follow accepted formats for writing research including documenting sources using style manuals such as MLA	I	I	I	I	I	I	I
	Analyze strategies that writers in different fields use to compose				I	I	M	M
Writing Connections	Collaborate with other writers to compose, organize, and revise various types of texts such as letters, news, records, and forms	I	I	I	M	M	M	M
	Correspond with peers or others via e-mail or conventional mail	I	I	I	M	M	M	M
Viewing/Representing Strand								
Interpretation	Describe how illustrators' choice of style, elements, and media help to represent or extend the text's meaning	M	M	M	M	M	M	M

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	Describe how meanings are communicated through elements of design including shape, line, color, and texture				I	I	I	I
	Distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements	I	I	I	I	I	I	I
	Interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations	I	I	I	M	M	M	M
	Use media texts to compare ideas and points of view	I	I	I	I	I	I	I
	Analyze relationships, ideas, and cultures as represented in various media				I	I	I	I
Analysis	Interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings	I	I	I	I	I	I	I
	Investigate the source of a media presentation or production such as who made it and why it was made				I	I	I	I
	Deconstruct media to get the main idea of the message's content				I	I	I	I
	Compare and contrast print, visual, and electronic media such as film with written story	I	I	I	I	I	I	I
	Compare, contrast, and critique various media coverage of the same event such as in newspapers, television, and on the internet				I	I	I	I
	Evaluate the purposes and effects of varying media such as a film, print, and technology presentations	I	I	I	I	I	I	I
	Recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music				I	I	I	I
	Recognize genres such as nightly news, news magazines, and documentaries and identify the unique properties of each				I	I	I	I
	Evaluate how different media form influence and inform	I	I	I	I	I	I	I
	Evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols				I	I	I	I
Production	Select, organize, or produce visuals to complement and extend meanings	I	I	I	M	M	M	M
	Produce communications using technology or appropriate media	I	I	I	M	M	M	M
	Use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages				I	I	I	I
	Create media products to include a billboard, cereal box, short editorial, and a three-minute documentary or print ad to engage specific audiences				I	I	I	I

Language Arts Scope and Sequence 6-12
Irving Independent School District

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	Create, present, test, and revise a project and analyze a response, using data-gathering techniques such as questionnaires, group discussions, and feedback forms				I	I	I	I
	Examine the effect of media on constructing own perception of reality				I	I	I	I
	Reflect critically on own media work produced				I	I	I	I
	Use a range of techniques to plan and create a media text and reflect critically on the work produced				I	I	I	I