

Language Arts Curriculum

**A Framework for Learning to
Listen, Speak, Read, Write,
Experience Literature, and Conduct Research**

Early Childhood – Grade 8

Table of Contents

Introduction.....	3
Purpose.....	3
Components	3
English Language Arts.....	4
Applications of Learning	4
Early Childhood – Three Year Olds	
Reading	6
Literature.....	8
Writing	9
Listening & Speaking	11
Research.....	13
Early Childhood – Four Year Olds	
Reading	15
Literature.....	17
Writing	18
Listening & Speaking	20
Research.....	22
Kindergarten	
Reading	24
Literature.....	26
Writing	27
Listening & Speaking	29
Research.....	31
First Grade	
Reading	33
Literature.....	37
Writing	39
Listening & Speaking	42
Research.....	45
Second Grade	
Reading	48
Literature.....	53
Writing	56
Listening & Speaking	60
Research.....	64

Third Grade	
Reading	68
Literature.....	73
Writing	76
Listening & Speaking	80
Research.....	84
Fourth Grade	
Reading	88
Literature.....	94
Writing	97
Listening & Speaking	101
Research.....	105
Fifth Grade	
Reading	109
Literature.....	115
Writing	119
Listening & Speaking	123
Research.....	127
Sixth Grade	
Reading	131
Literature.....	137
Writing	141
Listening & Speaking	146
Research.....	150
Seventh Grade	
Reading	154
Literature.....	159
Writing	163
Listening & Speaking	168
Research.....	172
Eighth Grade	
Reading	176
Literature.....	181
Writing	184
Listening & Speaking	189
Research.....	193

Introduction

The framework for learning included in this guide is adapted from the Illinois Learning Standards. It constitutes a core of student learning collectively agreed upon by the citizens of Illinois and Catholic school administrators and teachers in the Diocese of Peoria. However, it does not incorporate all the learning students will accomplish, and opportunities affecting student learning will continue to change. Thus, refining and updating the curriculum must be ongoing. It is the responsibility of individual schools, administrators, and teachers to build upon this framework, enrich classroom experiences, and incorporate the new knowledge and skills that the school community expects of its students.

Purpose

The Diocese and local schools will use the framework for several purposes, such as

- a framework to organize and share curriculum, instructional methods, and assessment across teachers, grade levels, and schools.
- a means to gauge student progress through local and standardized assessments.
- a guide to target the use of funds to support professional development, teaching & learning.
- a guide to develop school improvement plans.
- a means to share the purpose and results of schooling with the parents and the local community.

Components

Goals: The goal provides an overview of the learning area. The goal is the most general statement about the learning that will be ongoing. The goals are consistent for all grade levels – early childhood through eighth grade.

Standards: The standards are aligned under each goal and define what students should know and be able to do. Like the goals, the learning standards remain the same for all grade levels – early childhood through eighth grade.

Benchmarks: The benchmarks provide teachers with an objective means to evaluate student progress. The benchmarks are unique to early childhood, kindergarten, early elementary, late elementary, and middle/junior high school.

Descriptors: The descriptors are classroom resources for voluntary use at each school. They supplement the standards by providing sufficient detail and examples to enable the teachers to establish appropriate grade-level performance expectations for the students. At some levels, there are up to three stages of descriptors. This allows teachers and schools to differentiate instruction to meet the needs of the students. Collaboration among teachers is essential to ensure that all benchmarks are addressed along the continuum of instruction within classrooms and among grade levels.

English Language Arts

English language arts include reading, writing, speaking, listening, and the study of literature. In addition, students must be able to study, retain, and use information from many resources. Through the study of the English language arts, students should be able to read fluently, understanding a broad range of written materials. They must be able to communicate well and listen carefully and effectively. They should develop a command of the language and demonstrate their knowledge through speaking and writing for a variety of audiences and purposes. As students progress, a structured study of literature will allow them to recognize universal themes and to compare styles and ideas across authors and eras.

Applications of Learning

Values Development: Acquire Christian values.

The values contained in the Gospels are integral to the English language arts curriculum. The National Catholic Education Association's program of Vision and Values has identified eight Christian values that the students are to acquire: faith, hope, courage, reconciliation, community service, justice, and love. From the early childhood classroom through high school the students will be encouraged to act in ways that reflect the principles of their faith. Listening politely and speaking with kindness are the norm for communication. Reading instruction should include grade appropriate Catholic literature and Bible study, and writing assignments should encourage students to reflect on current events and reading selections in light of Catholic teachings. In conducting research, the students will learn how to evaluate information and act in ways consistent with their Christian values.

Solving Problems: Recognize and investigate problems, formulate and propose solutions supported by reason and evidence.

Problem solving demands that students be able to read and listen, comprehend ideas, ask and answer questions, clearly convey their own ideas through written and oral means, and explain their reasoning. Comprehending reading materials and editing and revising writing are in themselves forms of complex problem solving. The ability to locate, acquire, and organize information from various sources, print and electronic, is essential to solving problems involving research. In all fields – English language arts, mathematics, science, social studies, and others, the command of language is essential in stating and reasoning through problems, and conveying results.

Communicating: Express and interpret information and ideas.

Communication is the essence of English language arts, and communication surrounds us today in many forms, Individuals and groups of people exchange ideas and information – oral and written – at dining tables, through newspapers and magazines, and through radio,

television, and on-line computer services. From the simplest, shortest conversations to the most complex technical manuals, language is the basis of all human communication. A strong command of reading, writing, speaking, and listening is vital for communicating in the home, school, workplace, and beyond.

Using Technology: Computers and telecommunications have become basic means for creating messages and relaying information. In offices and homes, people write using word processors. Audio and visual media are used for both creative and practical forms of communication. The use of on-line services is now commonplace among researchers, authors, farmers, and auto mechanics. Skilled use of these technologies provides students with necessary opportunities to search and process information, be in touch with experts, prepare documents, and learn and communicate in new, more effective ways.

Working on Teams: Learn and contribute productively as individuals and as members of groups.

In sports, the workplace, family, and elsewhere, teamwork requires skill in the use of language. People must speak clearly and listen well as they share ideas, plans, instructions, and evaluations. In researching and bringing outside information to a team, individuals must be able to research, select, and understand a variety of sources. Documenting progress and reporting results demand the ability to organize information and convey it clearly. Those who can read, write, speak, and listen well are valuable contributors in and setting where people are working together to achieve shared goals.

Making Connections: Recognize and apply connections of important information and ideas within and among learning areas.

The parts of English language arts are closely interconnected. Reading and writing provide the means to receive and send written messages. Likewise, listening and speaking enable people to receive and send oral information. Speaking and writing are the creative components, while listening and reading are the receptive components of language through which people access knowledge and demonstrate its applications. Proficiency in these skills clearly supports learning in all academic areas.

Language Arts Curriculum

Early Childhood – Three Year Olds

Reading

GOAL 1: Read with understanding and fluency.

Why This Goal Is Important: Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely build a strong foundation for learning in all areas of life.

Learning Standard

A. Apply word analysis and vocabulary skills to comprehend selections.

Benchmarks

- 1.A.ECa** Understand that pictures and symbols have meaning and that print carries a message.
- 1.A.ECb** Understand that reading progresses from left to right and top to bottom.
- 1.A.ECc** Identify labels and signs in the environment.
- 1.A.ECd** Identify some letters, including those in own name.
- 1.A.ECe** Make some letter-sound matches.

Descriptors

1 A - Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections.

1. Show interest in letters and words.
2. Ask “What does that say?” when they see a sign, label, or other print.
3. Say, “There is my name!”
4. Hold books right side up and turns pages one at a time starting at the front of the book.
5. Identify name on cubbies or papers.
6. Recognize environmental print such as McDonald’s, Wal Mart, STOP.
7. Point to classroom labels and “read” the word printed there – although not recognizing the same word when it appears somewhere else.
8. Pick out letters from their name as they look at books or classroom labels.
9. Sings the alphabet song.

Learning Standard

B. Apply reading strategies to improve understanding and fluency.

Benchmarks

- 1.B.ECa** Predict what will happen next using pictures and content for guides.
- 1.B.ECb** Begin to develop phonological awareness by participating in rhyming activities.
- 1.B.ECc** Recognize separable and repeating sounds in spoken language.

Descriptors

1B - Students who meet the standard can apply reading strategies to improve understanding and fluency.

1. Look at books during free choice time and tells a story that may or may not reflect the actual text.
2. Join with other children to recite rhymes and poems at circle time.
3. Repeat familiar rhyming verses or songs.
4. Experiment with sounds to make up nonsense words.
5. Clap to represent the syllables of short phrases.

Learning Standard

C. Comprehend a broad range of reading materials.

Benchmarks

- 1.C.ECa** Retell information from a story.
- 1.C.ECb** Respond to simple questions about reading material.
- 1.C.ECc** Demonstrate understanding of literal meaning of stories by making comments.

Descriptors

1C - Students who meet the standard can comprehend a broad range of reading materials.

1. Choose to join a small group that is listening to a story.
2. Pay attention to a story read in a small group.
3. Recognize a favorite book by its cover and asks that it be read.
4. Respond to questions about a story.
5. Ask relevant questions about a story as the story is read
6. Use pictures in a book to recall details about a story.
7. Point to pictures of characters in a story and recalls what the character said or did.
8. Act out parts in a story as the teacher reads the story.
9. Recognize when the reader omits parts of a favorite story.
10. Look at books during free choice time , talk aloud about them, and tell a story that may or may not be the actual test

Language Arts Curriculum

Early Childhood – Three Year Olds

Literature

GOAL 2: Read and understand literature representative of various societies, eras and ideas.

Why This Goal Is Important: Literature transmits ideas, reflects societies and eras and expresses the human imagination. It brings understanding, enrichment and joy. Appreciating literature and recognizing its many forms enable students to learn and respond to ideas, issues, perspectives and actions of others. Literature study includes understanding the structure and intent of a short poem or a long, complex book. By exploring the techniques that authors use to convey messages and evoke responses, students connect literature to their own lives and daily experiences.

Learning Standard

A. Understand how literary elements and techniques are used to convey meaning.

Benchmark

2.A.EC Understand that different text forms, such as magazines, notes, lists, letters, and story books, are used for different purposes.

Descriptors

2A - Students who meet the standard can understand how literary elements and techniques are used to convey meaning.

1. Not expected at this level.

Learning Standard

B. Read and interpret a variety of literary works.

Benchmark

2.B.EC Show independent interest in reading related activities.

Descriptors

2B - Students who meet the standard can read and interpret a variety of literary works.

1. Not expected at this level.

Language Arts Curriculum

Early Childhood – Three Year Olds

Writing

GOAL 3: Write to communicate for a variety of purposes.

Why This Goal Is Important: The ability to write clearly is essential to any person's effective communications. Students with high-level writing skills can produce documents that show planning and organization and effectively convey the intended message and meaning. Clear writing is critical to employment and production in today's world. Individuals must be capable of writing for a variety of audiences in differing styles, including standard rhetoric themes, business letters and reports, financial proposals and technical and professional communications. Students should be able to use word processors and computers to enhance their writing proficiency and improve their career opportunities.

Learning Standard

A. Use correct grammar, spelling, punctuation, capitalization and structure.

Benchmark

3.A.EC Use scribbles, approximations of letters, or known letters to represent written language.

Descriptors

3A - Students who meet the standard can use correct grammar, spelling, punctuation, capitalization and structure.

1. Describe their drawings when the teacher says, "Tell me about your picture."
2. Scribble on paper and tell the thoughts they have written down.
3. Make scribble signs for the play area.
4. Scribble letter-like marks and say that they have written their names.

Learning Standard

B. Compose well-organized and coherent writing for specific purposes and audiences.

Benchmark

3.B.EC Dictate stories and experiences.

Descriptors

3B - Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.

1. Make up a story using flannel cut outs or props to tell the story.
2. Ask the teacher to write a note to take home telling about a classroom experience or an upcoming event.

Learning Standard

C. Communicate ideas in writing to accomplish a variety of purposes.

Benchmark

3.C.EC Use drawing and writing skills to convey meaning and information.

Descriptors

3C - Students who meet the standard can communicate ideas in writing to accomplish a variety of purposes.

1. Draw/paint a picture, tell the teacher about the picture, and ask the teacher to write on the picture.
2. Scribble wavy lines on a notepad in the dramatic play area to serve as a message, note, or shopping list.

Language Arts Curriculum

Early Childhood – Three Year Olds

Listening and Speaking

GOAL 4: Listen and speak effectively in a variety of situations.

Why This Goal Is Important: Of all the language arts, listening and speaking are those most often used on a daily basis at home, school and work or in the community. Skill in speaking is universally recognized as a primary indicator of a person's knowledge, skill and credibility. In person, by phone or through video, good listening and speaking skills are essential to sending, receiving and understanding messages. To understand messages spoken by others, students must be able to listen carefully, using specific techniques to clarify what they have heard. For speaking properly and making messages understood, grammar, sentence structure, tone, expression and emphasis must be part of students' repertoires.

Learning Standard

A. Listen effectively in formal and informal situations.

Benchmark

4.A.EC Listen with understanding and respond to directions and conversations.

Descriptors

4A - Students who meet the standard can listen effectively in formal and informal situations.

1. Follow directions given to the child specifically
2. Follow simple directions given to the class without needing individual clarification.
3. Match movement and actions to the music and direction in a song.
4. Listen briefly to other people's conversations and responds to the content.
5. Listen attentively to stories read aloud.
6. Relate a personal experience to something that is being read from a book.
7. Listen to a classroom visitor tell about what he/she does and uses the words and content in dramatic play

Learning Standard

B. Speak effectively using language appropriate to the situation and audience.

Benchmark

4.B.EC Communicate needs, ideas and thoughts.

Descriptors

4B - Students who meet the standard can speak effectively using language appropriate to the situation and audience.

1. Initiate conversations
2. Request information
3. Tell about a recent experience.
4. Use new words learned from stories read in class.
5. Make up dialogue for a role-play in the dramatic play or family living center.

Language Arts Curriculum

Early Childhood – Three Year Olds

Research

GOAL 5: Use the language arts to acquire, assess and communicate information.

Why This Goal Is Important: To be successful in school and in the world of work, students must be able to use a wide variety of information resources (written, visual and electronic). They must also know how to frame questions for inquiry, identify and organize relevant information and communicate it effectively in a variety of formats. These skills are critical in school across all learning areas and are key to successful career and lifelong learning experiences.

Learning Standard

A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.

Benchmark

5.A.EC Seek answers to questions through active exploration.

Descriptors

5A - Students who meet the standard can locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

1. Not expected at this level.

Learning Standard

B. Analyze and evaluate information acquired from various sources.

Benchmark

5.B.EC Relate prior knowledge to new information.

Descriptors

5B - Students who meet the standard can analyze and evaluate information acquired from various sources.

1. Not expected at this level

Learning Standard

C. Apply acquired information, concepts and ideas to communicate in a variety of formats.

Benchmark

5.C.EC Communicate information with others.

Descriptors

5C - Students who meet the standard can apply acquired information, concepts and ideas to communicate in a variety of formats.

1. Not expected at this level.

Language Arts Curriculum Early Childhood – Four Year Olds

Reading

GOAL 1: Read with understanding and fluency.

Why This Goal Is Important: Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely build a strong foundation for learning in all areas of life.

Learning Standard

A. Apply word analysis and vocabulary skills to comprehend selections.

Benchmarks

- 1.A.ECa** Understand that pictures & symbols have meaning and that print carries a message.
- 1.A.ECb** Understand that reading progresses from left to right and top to bottom.
- 1.A.ECc** Identify labels and signs in the environment.
- 1.A.ECd** Identify some letters, including those in own name.
- 1.A.ECe** Make some letter-sound matches.

Descriptors

1 A - Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections.

1. Listen to the word the teacher says and find a word to rhyme with it.
2. Hear the sound of the first letter in their own name and recognize the names of other classmates whose names begin with the same letter or initial sound.
3. Experiment with words giving them new beginning sounds.
4. Clap out the number of syllables in their name.
5. Say the sound of a letter when they see it because they recognize it from a familiar word (“s” sound in stop).
6. Pointing to words using left to right progression when “reading” picture books.
7. Ask for help in making a sign for the dramatic play area (Doctor’s Office, McDonald’s, Toy Store).

Learning Standard

B. Apply reading strategies to improve understanding and fluency.

Benchmarks

- 1.B.ECa** Predict what will happen next using pictures and content for guides.

1.B.ECb Begin to develop phonological awareness by participating in rhyming activities.

1.B.ECc Recognize separable and repeating sounds in spoken language.

Descriptors

1B - Students who meet the standard can apply reading strategies to improve understanding and fluency.

1. Predict what will happen next by looking at the picture on the following page

Learning Standard

C. Comprehend a broad range of reading materials.

Benchmarks

1.C.ECa Retell information from a story.

1.C.ECb Respond to simple questions about reading material.

1.C.ECc Demonstrate understanding of literal meaning of stories by making comments.

Descriptors

1C - Students who meet the standard can comprehend a broad range of reading materials.

1. Recognize specific books by their covers.
2. Protest when a different version of a familiar story is read because they know that the words in a storybook do not change.
3. Retell the main events of a story just read or told by the teacher.
4. Act out a familiar story with their classmates.
5. Ask questions and make comments about a story.
6. Relate a personal experience to a story that was read or heard.

Language Arts Curriculum

Early Childhood – Four Year Olds

Literature

GOAL 2: Read & understand literature representative of various societies, eras & ideas.

Why This Goal Is Important: Literature transmits ideas, reflects societies and eras and expresses the human imagination. It brings understanding, enrichment and joy. Appreciating literature and recognizing its many forms enable students to learn and respond to ideas, issues, perspectives and actions of others. Literature study includes understanding the structure and intent of a short poem or a long, complex book. By exploring the techniques that authors use to convey messages and evoke responses, students connect literature to their own lives and daily experiences.

Learning Standard

A. Understand how literary elements and techniques are used to convey meaning.

Benchmark

2.A.EC Understand that different text forms, such as magazines, notes, lists, letters, and story books, are used for different purposes.

Descriptors

2A - Students who meet the standard can understand how literary elements and techniques are used to convey meaning.

1. Recognize specific books by their covers.
2. Ask questions about the details of the story just heard.
3. Look at books in an orderly fashion, turning one page at a time and going from front to back.
4. Pretend to read by pointing to words with one finger as they recite the text or tell the story.

Learning Standard

B. Read and interpret a variety of literary works.

Benchmark

2.B.EC Show independent interest in reading related activities.

Descriptors

2B - Students who meet the standard can read and interpret a variety of literary works.

1. Listen to a story without becoming distracted.
2. Improvise dialogue for the reenactment of a story in the dramatic play area.
3. Ask to have a favorite book read during choice time.
4. Create voices for characters in books.

Language Arts Curriculum

Early Childhood – Four Year Olds

Writing

GOAL 3: Write to communicate for a variety of purposes.

Why This Goal Is Important: The ability to write clearly is essential to any person's effective communications. Students with high-level writing skills can produce documents that show planning and organization and effectively convey the intended message and meaning. Clear writing is critical to employment and production in today's world. Individuals must be capable of writing for a variety of audiences in differing styles, including standard rhetoric themes, business letters and reports, financial proposals and technical and professional communications. Students should be able to use word processors and computers to enhance their writing proficiency and improve their career opportunities.

Learning Standard

A. Use correct grammar, spelling, punctuation, capitalization and structure.

Benchmark

3.A.EC Use scribbles, approximations of letters, or known letters to represent written language.

Descriptors

3A - Students who meet the standard can use correct grammar, spelling, punctuation, capitalization and structure.

1. Spontaneously write upper and lower case letters
2. Copy letters from signs and labels posted around the room.
3. Make signs, lists, and notes consisting of pictures, scribbles, and letter-like shapes.
4. Use letter stamps to represent words and "read" the message or story to another person.
5. Begin to write letters correctly.

Learning Standard

B. Compose well-organized and coherent writing for specific purposes and audiences.

Benchmark

3.B.EC Dictate stories and experiences.

Descriptors

3B - Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.

1. Ask for help in making a sign for the dramatic play area (Doctor's Office, McDonald's, Toy Store).
2. Ask the teacher to write a dictated story about a picture.
3. Pretend to use a telephone book to find a phone number and then write some numerals on a note pad. (Example)
4. Draw lines and squiggles and write letters on a paper and ask the teacher to "Mail this letter."

Learning Standard

C. Communicate ideas in writing to accomplish a variety of purposes.

Benchmark

3.C.EC Use drawing and writing skills to convey meaning and information.

Descriptors

3C - Students who meet the standard can communicate ideas in writing to accomplish a variety of purposes.

1. Checking the classroom job chart to find out what their "job" is for the day.
2. Write a series of scribbles separated by spaces under a drawing or on a piece of paper.
3. Label a drawing with several randomly placed letter-like shapes.
4. Write their own names on from memory (or copy) on their art work.

Language Arts Curriculum

Early Childhood – Four Year Olds

Listening and Speaking

GOAL 4: Listen and speak effectively in a variety of situations.

Why This Goal Is Important: Of all the language arts, listening and speaking are those most often used on a daily basis at home, school and work or in the community. Skill in speaking is universally recognized as a primary indicator of a person’s knowledge, skill and credibility. In person, by phone or through video, good listening and speaking skills are essential to sending, receiving and understanding messages. To understand messages spoken by others, students must be able to listen carefully, using specific techniques to clarify what they have heard. For speaking properly and making messages understood, grammar, sentence structure, tone, expression and emphasis must be part of students’ repertoires.

Learning Standard

A. Listen effectively in formal and informal situations.

Benchmark

4.A.EC Listen with understanding and respond to directions and conversations.

Descriptors

4A - Students who meet the standard can listen effectively in formal and informal situations.

1. Accurately deliver messages from home to the teacher.
2. Use common social conventions (“please” or “thank you”) although sometimes needing reminders.
3. Tell the class about a trip or special event.
4. Carry on a conversation with another person that extends a thought or idea expressed earlier.
5. Respond to stories read to the whole class, rather than responding only when read to individually or as part of a small group.
6. Understand a change in the daily routine described by the teacher.
7. Watch and listens to a video and discusses the story later in the day.
8. Listen to audio-taped stories and shows understanding through body language, pointing to appropriate pictures, or retelling what they heard.
9. Respond to instruction to the class.
10. Repeat instructions to a friend.
11. Follow directions on a tape or CD to perform various movements.
12. Follow directions given to the class.
13. Follow two or three step directions.

Learning Standard

B. Speak effectively using language appropriate to the situation and audience.

Benchmark

4.B.EC Communicate needs, ideas and thoughts.

Descriptors

4B - Students who meet the standard can speak effectively using language appropriate to the situation and audience.

1. Wait for their turn to speak
2. Use words to communicate their feelings.
3. Speak clearly enough so that a classroom visitor knows what is being said.
4. Use common social conventions (“please” or “thank you”) although sometimes needing reminders.
5. Accurately deliver messages from home to the teacher.
6. Tell a classroom visitor about their classroom using appropriate terminology.
7. Tell the class about a trip or special event.
8. Add relevant ideas to another child’s comment.
9. Communicate in a way that other children understand what is being said without constantly saying, “What did you say?”
10. Tell jokes and giggle even though they do not understand the significance of the words in the joke or pun (Knock—Knock jokes).

Language Arts Curriculum

Early Childhood – Four Year Olds

Research

GOAL 5: Use the language arts to acquire, assess and communicate information.

Why This Goal Is Important: To be successful in school and in the world of work, students must be able to use a wide variety of information resources (written, visual and electronic). They must also know how to frame questions for inquiry, identify and organize relevant information and communicate it effectively in a variety of formats. These skills are critical in school across all learning areas and are key to successful career and lifelong learning experiences.

Learning Standard

A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.

Benchmark

5.A.EC Seek answers to questions through active exploration.

Descriptors

5A - Students who meet the standard can locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

1. Not expected at this level.

Learning Standard

B. Analyze and evaluate information acquired from various sources.

Benchmark

5.B.EC Relate prior knowledge to new information.

Descriptors

5B - Students who meet the standard can analyze and evaluate information acquired from various sources.

1. Not expected at this level

Learning Standard

C. Apply acquired information, concepts and ideas to communicate in a variety of formats.

Benchmark

5.C.EC Communicate information with others.

Descriptors

5.C.EC Communicate information with others.

1. Not expected at this level.

Language Arts Curriculum

Kindergarten

Reading

GOAL 1: Read with understanding and fluency.

Why This Goal Is Important: Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely build a strong foundation for learning in all areas of life.

Learning Standard

A. Apply word analysis and vocabulary skills to comprehend selections.

Benchmarks

- 1.A.Ka** Understand that pictures and symbols have meaning and that print carries a message.
- 1.A.Kb** Demonstrate understanding of concepts about books (i.e., front and back, turning pages, knowing where a story starts, and viewing page on left before page on right).
- 1.A.Kc** Demonstrate understanding of concepts about print (i.e., words, letters, spacing between words, and left to right).
- 1.A.Kd** Demonstrate phonological awareness (i.e., rhymes and alliterations).
- 1.A.Ke** Demonstrate phonemic awareness (i.e., segmenting and blending syllables and phonemes, and substituting sounds).
- 1.A.Kf** Demonstrate alphabet knowledge (i.e., recognizes letters and their most common sounds).
- 1.A.Kg** Read one syllable and high frequency words.

Descriptors

1A - Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections.

1. Retell a story pointing to words in a book.
2. Understand that printed materials provide information.
3. Identify the front cover, back cover, and title page of a book.
4. Follow words from left to right and from top to bottom on the printed page.
5. Recognize that sentences in print are made up of separate words.
6. Distinguish letters from words.
7. Say rhyming words in response to an oral prompt.
8. Recognize a series of words that have the same beginning sound.
9. Blend sounds orally to form words.

10. Segment words heard orally into separate sounds.
11. Orally manipulate phonemes in words by omitting, adding and substituting sounds to form new words (e.g., man, can, and Dan).
12. Blend consonant-vowel-consonant sounds aloud to make words.
13. Recognize and name all capital and lowercase letters of the alphabet.
14. Read high frequency words by sight.

Learning Standard

B. Apply reading strategies to improve understanding and fluency.

Benchmarks

1.B.Ka Make predictions based on cover, title, and pictures.

1.B.Kb Connect text to prior experiences and knowledge.

1.B.Kc Engage in shared/independent reading of familiar predictable text.

Descriptors

1B - Students who meet the standard can apply reading strategies to improve understanding and fluency.

1. Use pictures and text to make predictions about what will happen next.
2. Relate text to personal experiences.
3. Participate in reading of familiar text.
4. Read a familiar text independently.

Learning Standard

C. Comprehend a broad range of reading materials.

Benchmarks

1.C.Ka Retell information from a story.

1.C.Kb Respond to simple questions about reading.

1.C.Kc Compare/contrast a variety of literary works.

1.C.Kd Demonstrate understanding that different text forms are used for different purposes.

1.C.Ke Demonstrate understanding of literal meaning of stories by making comments.

Descriptors

1C - Students who meet the standard can comprehend a broad range of reading materials.

1. Dramatize, retell, or dictate what has been learned.
2. Respond appropriately to questions about the text.
3. Compare and contrast a variety of literary works (e.g., fiction and non-fiction stories, poetry, and nursery rhymes). Recognize the style of various authors/illustrators.
4. Describe the similarities and differences among multiple versions of the same story.
5. Identify the use of different text forms, such as magazines, notes, lists, letters, and storybooks.

Language Arts Curriculum

Kindergarten

Literature

GOAL 2: Read and understand literature representative of various societies, eras and ideas.

Why This Goal Is Important: Literature transmits ideas, reflects societies and eras and expresses the human imagination. It brings understanding, enrichment and joy. Appreciating literature and recognizing its many forms enable students to learn and respond to ideas, issues, perspectives and actions of others. Literature study includes understanding the structure and intent of a short poem or a long, complex book. By exploring the techniques that authors use to convey messages and evoke responses, students connect literature to their own lives and daily experiences.

Learning Standard

A. Understand how literary elements and techniques are used to convey meaning.

Benchmark

2.A.K Understand the structure of a story.

Descriptor

2A - Students who meet the standard can understand how literary elements and techniques are used to convey meaning.

1. Discuss and draw pictures to portray characters, settings, and events in stories.

Learning Standard

B. Read and interpret a variety of literary works.

Benchmarks

2.B.Ka Recognize narrative, informational texts and rhymes.

2.B.Kb Show independent interest in and knowledge about books and reading.

2.B.Kc Comprehend and respond to fiction and non-fiction.

Descriptors

2B - Students who meet the standard can read and interpret a variety of literary works.

1. Investigate picture books, nursery rhymes, fairy tales, poems, legends, etc.
2. Take initiative to self-select books.
3. Distinguish between fiction and non-fiction.

Language Arts Curriculum

Kindergarten

Writing

GOAL 3: Write to communicate for a variety of purposes.

Why This Goal Is Important: The ability to write clearly is essential to any person's effective communications. Students with high-level writing skills can produce documents that show planning and organization and effectively convey the intended message and meaning. Clear writing is critical to employment and production in today's world. Individuals must be capable of writing for a variety of audiences in differing styles, including standard rhetoric themes, business letters and reports, financial proposals and technical and professional communications. Students should be able to use word processors and computers to enhance their writing proficiency and improve their career opportunities.

Learning Standard

A. Use correct grammar, spelling, punctuation, capitalization and structure.

Benchmarks

3.A.Ka Write upper and lowercase letters.

3.A.Kb Write words based on how they sound, using initial consonants and some ending sounds.

3.A.Kc Begin to write simple sentences.

Descriptors

3A - Students who meet the standard can use correct grammar, spelling, punctuation, capitalization and structure.

1. Write first and last name using correct upper and lowercase letters.
2. Use developmental spelling to construct words.
3. Use developmental spelling to construct sentences of three or more words.
4. Experiment with basic components of writing (e.g., capital letters, punctuation, and directionality).

Learning Standard

B. Compose well-organized and coherent writing for specific purposes and audiences.

Benchmark

3.B.K Represent stories through pictures, dictation, written words, and play.

Descriptors

3B - Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.

1. Use various approaches to write a story (e.g., pictures, scribbles, and letter approximations).
2. Attempt to write text that is related to the picture.

Learning Standard

C. Communicate ideas in writing to accomplish a variety of purposes.

Benchmark

3.C.K Use drawing and writing to convey meaning and provide information.

Descriptor

3C - Students who meet the standard can communicate ideas in writing to accomplish a variety of purposes.

1. Experiment with different forms of writing (e.g., lists, notes, stories, notes, and letters).

Language Arts Curriculum Kindergarten

Listening and Speaking

GOAL 4: Listen and speak effectively in a variety of situations.

Why This Goal Is Important: Of all the language arts, listening and speaking are those most often used on a daily basis at home, school and work or in the community. Skill in speaking is universally recognized as a primary indicator of a person's knowledge, skill and credibility. In person, by phone or through video, good listening and speaking skills are essential to sending, receiving and understanding messages. To understand messages spoken by others, students must be able to listen carefully, using specific techniques to clarify what they have heard. For speaking properly and making messages understood, grammar, sentence structure, tone, expression and emphasis must be part of students' repertoires.

Learning Standard

A. Listen effectively in formal and informal situations.

Benchmarks

4.A.Ka Listen attentively to stories read aloud.

4.A.Kb Follow 2-3 step directions accurately.

4.A.Kc Respond appropriately to information and ideas conveyed orally.

Descriptors

4A - Students who meet the standard can listen effectively in formal and informal situations.

1. Show interest in listening to and discussing storybooks.
2. Ask and answer questions related to the story or topic.
3. Complete a 2-3 step task based on oral instruction.
4. Relate response to personal experiences.
5. Make statements related to the discussion topic, as appropriate.

Learning Standard

B. Speak effectively using language appropriate to the situation and audience.

Benchmarks

4.B.Ka Use language to communicate needs and wants.

4.B.Kb Use expanded language and vocabulary for a variety of purposes.

4.B.Kc Explain past events with accurate detail.

Descriptors

4B - Students who meet the standard can speak effectively using language appropriate to the situation and audience.

1. Recall recent events.
2. Relay needs with appropriate language.
3. Respond using complete sentences.
4. Attempt to use new vocabulary.
5. Convey events in logical order.

Language Arts Curriculum Kindergarten

Research

GOAL 5: Use the language arts to acquire, assess and communicate information.

Why This Goal Is Important: To be successful in school and in the world of work, students must be able to use a wide variety of information resources (written, visual and electronic). They must also know how to frame questions for inquiry, identify and organize relevant information and communicate it effectively in a variety of formats. These skills are critical in school across all learning areas and are key to successful career and lifelong learning experiences.

Learning Standard

A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.

Benchmark

5.A.K Seek answers to questions through active exploration.

Descriptors

5A - Students who meet the standard can locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

1. Begin to brainstorm to gather information.
2. Discuss prior knowledge of topic.
3. Use learning aids (e.g., KWL, webs, graphic organizers, and technology).

Learning Standard

B. Analyze and evaluate information acquired from various sources.

Benchmark

5.B.K Relate prior knowledge to new information.

Descriptor

5B - Students who meet the standard can analyze and evaluate information acquired from various sources.

1. Relate what is heard in books or classroom discussions to personal experiences.

Learning Standard

C. Apply acquired information, concepts and ideas to communicate in a variety of formats.

Benchmark

5.C.K Use discussion, drawing, writing, or other means to communicate new information learned.

Descriptors

5C - Students who meet the standard can apply acquired information, concepts and ideas to communicate in a variety of formats.

1. Communicate information through graphic aids or developmental writing.
2. Maintain focus when communicating ideas.

Language Arts Curriculum

First Grade

Reading

GOAL 1: Read with understanding and fluency.

Why This Goal Is Important: Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely build a strong foundation for learning in all areas of life.

Learning Standard

A. Apply word analysis and vocabulary skills to comprehend selections.

Benchmarks

- 1.A.1a** Apply word analysis skills (e.g., phonics, word patterns) to recognize new words.
- 1.A.1b** Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.

Descriptors

Stage A

1A - Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections.

1. Use phonics to decode simple words in age-appropriate material.
2. Demonstrate phonological awareness (e.g., counting syllables, hearing rhyme, alliteration, onset and rime) of sounds in words.
3. Demonstrate phonemic awareness by blending or segmenting phonemes in a one-syllable word.
4. Recognize 100 high frequency sight words including environmental print (but not including words the child can read using phonics).
5. Use appropriate strategies of decoding (e.g., illustrations, phonics, word patterns, context clues) to recognize unknown words when reading material.
6. Use knowledge of letter-sound correspondences and high frequency words to orally read age-appropriate material.
7. Begin to recognize miscues that interfere with meaning and use self-correcting strategies.
8. Use a variety of resources (e.g., age-appropriate dictionaries, pictures, illustrations, photos, ask others, context, previous experience) to determine and clarify meanings of unfamiliar words.

Stage B

1A - Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections.

1. Use phonics to decode new words in age-appropriate material.
2. Use phonemic awareness knowledge (e.g., isolate, blend, substitute, manipulate letter sounds) to identify phonetically regular one and two syllable words.
3. Recognize 300 high frequency sight words.
4. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
5. Use letter-sound knowledge and sight vocabulary to read orally and silently/whisper read age-appropriate material.
6. Self-monitor reading and use decoding strategies to self-correct miscues.
7. Use a variety of resources (e.g., context, previous experiences, dictionaries, glossaries, computer resources, ask others) to determine and clarify meanings of unfamiliar words.

Learning Standard

B. Apply reading strategies to improve understanding and fluency.

Benchmarks

- 1.B.1a** Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.
- 1.B.1b** Identify genres (forms and purposes) of fiction, nonfiction, poetry and electronic literary forms.
- 1.B.1c** Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions).
- 1.B.1d** Read age-appropriate material aloud with fluency and accuracy.

Descriptors

Stage A

1B - Students who meet the standard can apply reading strategies to improve understanding and fluency.

1. Make predictions before reading and relate to personal experiences (e.g., illustrations, title).
2. Discuss prior knowledge of topics and relate to the text before reading.
3. Connect the elements of narratives (e.g., character, setting, plot) to the text.
4. Distinguish between poetry and prose.
5. Begin to check for understanding (e.g., reread, read ahead, use illustrations and context clues) during reading.
6. Ask questions to clarify understanding before, during, and after reading.
7. Re-enact or dramatize the contents of stories for retellings.
8. Read age-appropriate material orally with accuracy, rhythm, volume, and flow that sound like everyday speech.

Stage B

1B - Students who meet the standard can apply reading strategies to improve understanding and fluency.

1. Read fiction and non-fiction materials for specific purposes.
2. Use clues (e.g., titles, pictures, themes, prior knowledge, graphs) to make and justify predictions before, during and after reading.
3. Recognize informational text structure (e.g., sequence, list/example) before and during reading.
4. Develop familiarity with poetry (e.g., choral reading to develop fluency).
5. Recognize when understanding requires re-reading to clarify meaning.
6. State facts and details of text during and after reading.
7. Locate answers to age-appropriate questions, before, during, and after reading, to clarify understanding.
8. Interpret text information gathered from diagrams, graphs, or maps before, during and after reading.
9. Demonstrate creative responses to text such as dramatizations, oral presentations, or “make believe” play after reading.
10. Interpret age-appropriate figurative language.
11. Read age-appropriate material orally with accuracy, rhythm, volume, and flow that sound like everyday speech.

Learning Standard

C. Comprehend a broad range of reading materials.

Benchmarks

- 1.C.1a** Use information to form questions and verify predictions.
- 1.C.1b** Identify important themes and topics.
- 1.C.1c** Make comparisons across reading selections.
- 1.C.1d** Summarize content of reading material using text organization (e.g., story, sequence).
- 1.C.1e** Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters).
- 1.C.1f** Use information presented in simple tables, maps and charts to form an interpretation.

Descriptors

Stage A

1C - Students who meet the standard can comprehend a broad range of reading materials.

1. Recognize questions can be used to gain information.
2. Ask questions to seek elaboration of illustrations or portions of text and to monitor comprehension (e.g., ask why a character would do something, ask for clarification of something).
3. Begin to recognize the author’s purpose across a broad range of materials.
4. Identify the motives of characters in various works (e.g., biography, non-fiction, diary).

5. Compare two books by the same author.
6. Compare a broad range of familiar books that have the same theme and topic.
7. Summarize information about fiction and nonfiction materials in illustrations, charts and other graphics.
8. Summarize or tell information from a broad range of reading material.
9. Predict and then confirm questions characters in stories might ask.
10. Create illustrations to answer questions about a story.
11. Use information in illustrations or text to make predictions and relate to prior knowledge.
12. Use text provided in functional classroom messages (e.g., labels, signs, instructions) to get information.
13. Select books appropriate to reading levels or interests.
14. Develop familiarity with available technology (e.g., computers, software, copiers).

Stage B

1C - Students who meet the standard can comprehend a broad range of reading materials.

1. Respond to analytical and interpretive questions based on information in text.
2. Select passages in non-fiction materials to answer specific questions.
3. Ask questions to seek clarification of meaning.
4. Use information in text or illustrations to generate questions about the cause of a specific effect.
5. Use self-monitoring (e.g., re-read question, confirm) to solve problems in meaning to achieve understanding of a broad range of reading materials.
6. Identify the author's purpose and the main idea.
7. Compare an author's information with the student's knowledge of self, world, and other texts in non-fiction text.
8. Compare a broad range of books that have the same theme and topic.
9. Summarize and retell text read or heard.
10. Recognize and discuss the structure of a story in sequential order.
11. Use information in text to recognize differences of opinion.
12. Recognize how specific authors and illustrators express their ideas in text and graphics (e.g., dialogue, characters, color).
13. Identify and begin to interpret information presented in age-appropriate maps, diagrams, and charts for both fiction and nonfiction materials.
14. Select books appropriate to reading levels.
15. Develop familiarity with available technology (e.g., computers, copiers, cameras, interactive web sites).

Language Arts Curriculum

First Grade

Literature

STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.

Why This Goal Is Important: Literature transmits ideas, reflects societies and eras and expresses the human imagination. It brings understanding, enrichment and joy. Appreciating literature and recognizing its many forms enable students to learn and respond to ideas, issues, perspectives and actions of others. Literature study includes understanding the structure and intent of a short poem or a long, complex book. By exploring the techniques that authors use to convey messages and evoke responses, students connect literature to their own lives and daily experiences.

Learning Standard

A. Understand how literary elements and techniques are used to convey meaning.

Benchmarks

- 2.A.1a** Identify the literary elements of theme, setting, plot and character within literary works.
- 2.A.1b** Classify literary works as fiction or nonfiction.
- 2.A.1c** Describe differences between prose and poetry.

Descriptors

Stage A

2A - Students who meet the standard can understand how literary elements and techniques are used to convey meaning.

1. Identify and compare characters, settings, and/or events in stories and/or pictures.
2. Tell a story with a beginning, middle, and an end.
3. Define unfamiliar vocabulary.
4. Imitate rhythm/rhyme patterns.
5. Distinguish between “real” and “make believe.”
6. Begin to recognize that prose is written in sentences and organized in paragraphs.

Stage B

2A - Students who meet the standard can understand how literary elements and techniques are used to convey meaning.

1. Describe and compare characters, settings, and/or events in stories or pictures.
2. Retell stories and events using a beginning, middle, and an end.
3. Define unfamiliar vocabulary.
4. Identify the topic or main idea (theme).
5. Distinguish between “make believe” and realistic narrative.

6. Compare different versions of the same story from different cultures and eras.
7. Recognize a regular beat and similarities of sound (rhythm and rhyme) in poetry.
8. Recognize that prose is written in sentences and organized in paragraphs.

Learning Standard

B. Read and interpret a variety of literary works.

Benchmarks

- 2.B.1a** Respond to literary materials by connecting them to their own experience and communicate those responses to others.
- 2.B.1b** Identify common themes in literature from a variety of eras.
- 2.B.1c** Relate character, setting and plot to real-life situations.

Descriptors

Stage A

2B - Students who meet the standard can read and interpret a variety of literary works.

1. Investigate self-selected/ teacher-selected literature (e.g., picture books, nursery rhymes, fairy tales, poems, legends) from a variety of cultures.
2. Respond appropriately to texts representing life skills (e.g., classroom labels, school signs, restroom symbols).
3. Re-enact and retell stories, songs, poems, plays, and other literary works.
4. Produce simple evaluative expressions about the text (“I like the story because...”).
5. Make simple connections from the story to events or people in their own lives.
6. Compare two books by the same author.
7. Discuss several books on the same topic.
8. Identify specific parts of the text to support a point.
9. Present a reasonable interpretation of a book.

Stage B

2B - Students who meet the standard can read and interpret a variety of literary works.

1. Investigate self-selected/ teacher-selected literature (e.g., picture books, nursery rhymes, fairy tales, poems, legends) from a variety of cultures.
2. Respond appropriately to texts representative of life skills (e.g., classroom label, school signs, restroom symbols.)
3. Re-enact and retell selections (e.g., stories, songs, poems).
4. Make a reasonable judgment with support from the text.
5. Apply text variations (e.g., change setting, alter a character, rewrite the ending).
6. Make connections from text to text, text to self, text to world.
7. Compare two works by the same author.
8. Discuss several works that have a common idea.

Language Arts Curriculum

First Grade

Writing

STATE GOAL 3: Write to communicate for a variety of purposes.

Why This Goal Is Important: The ability to write clearly is essential to any person's effective communications. Students with high-level writing skills can produce documents that show planning and organization and effectively convey the intended message and meaning. Clear writing is critical to employment and production in today's world. Individuals must be capable of writing for a variety of audiences in differing styles, including standard rhetoric themes, business letters and reports, financial proposals and technical and professional communications. Students should be able to use word processors and computers to enhance their writing proficiency and improve their career opportunities.

Learning Standard

A. Use correct grammar, spelling, punctuation, capitalization and structure.

Benchmark

3.A.1 Construct complete sentences which demonstrate subject/verb agreement; appropriate capitalization and punctuation; correct spelling of appropriate, high-frequency words; and appropriate use of the eight parts of speech.

Descriptors

Stage A

3A - Students who meet the standard can use correct grammar, spelling, punctuation, capitalization and structure.

1. Write simple 2-3 word sentences (e.g., subject-verb/subject-verb-complement).
2. Use beginning capitalization.
3. Use end marks (e.g., period, question mark).
4. Use phonemic clues, phonetic and/or developmental spellings to construct words.

Stage B

3A - Students who meet the standard can use correct grammar, spelling, punctuation, capitalization and structure.

1. Extend simple sentences (e.g., subject-verb-complement pattern).
2. Use correct subject/verb agreement.
3. Use appropriate capitalization (e.g., beginning capitalization, proper nouns).
4. Use end marks (e.g., period, question mark, exclamation mark).
5. Use correct spelling of high frequency words.
6. Use phonemic clues, phonetic and/or developmental spelling to spell unfamiliar words.

Learning Standard

B. Compose well-organized and coherent writing for specific purposes and audiences.

Benchmarks

- 3.B.1a** Use prewriting strategies to generate and organize ideas (e.g., focus on one topic; organize writing to include a beginning, middle and end; use descriptive words when writing about people, places, things, events).
- 3.B.1b** Demonstrate focus, organization, elaboration and integration in written compositions (e.g., short stories, letters, essays, reports).

Descriptors

Stage A

3B - Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.

1. Use age-appropriate prewriting strategies (e.g., drawing, brainstorming, graphic organizers) to generate and organize ideas with teacher assistance.
2. Tell a focused story using various approaches (e.g., pictures, scribbles, letter approximations, connected oral account).
3. Use details in the telling that relate only to the story in the picture or letter approximations.
4. Respond accurately to questions about the character(s) and event(s) in the picture.
5. Attempt to write text that is related to the picture.
6. Revise the picture/text for classroom publication or sharing with peers.

Stage B

3B - Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.

1. Use appropriate prewriting strategies (e.g., drawing, brainstorming, idea mapping, graphic organizers) to generate and organize ideas with teacher assistance.
2. Compose a focused story using picture(s) and/or basic text.
3. Use a series of pictures and basic text to tell a focused story.
4. Organize the picture(s) and text to tell the story in proper order.
5. Elaborate and support written content with facts, details, and description.
6. Begin to evaluate and reflect on own writing and that of others.

Learning Standard

C. Communicate ideas in writing to accomplish a variety of purposes.

Benchmarks

- 3.C.1a** Write for a variety of purposes including description, information, explanation, persuasion and narration.
- 3.C.1b** Create media compositions or productions which convey meaning visually for a variety of purposes.

Descriptors

Stage A

3C - Students who meet the standard can communicate ideas in writing to accomplish a variety of purposes.

1. Use basic components of the writing process (e.g., prewriting, drafting, publishing) to write for a variety of purposes (e.g., narration, exposition).
2. Retell a focused story.
3. Create a basic publication using available resources (e.g., pictures, colors, computer, copier).
4. Experiment with different forms of writing (e.g., song, poetry, short fiction, recipes, diary, journal, directions).

Stage B

3C - Students who meet the standard can communicate ideas in writing to accomplish a variety of purposes.

1. Use the writing process for a variety of purposes (e.g., narration, exposition).
2. Use available technology to plan, compose, revise and edit written work.
3. Begin to rely on text as well as pictures and oral narration to convey meaning.
4. Experiment with different forms of writing (e.g., song, poetry, short fiction, recipes, diary, journal, directions).

Language Arts Curriculum

First Grade

Listening and Speaking

STATE GOAL 4: Listen and speak effectively in a variety of situations.

Why This Goal Is Important: Of all the language arts, listening and speaking are those most often used on a daily basis at home, school and work or in the community. Skill in speaking is universally recognized as a primary indicator of a person's knowledge, skill and credibility. In person, by phone or through video, good listening and speaking skills are essential to sending, receiving and understanding messages. To understand messages spoken by others, students must be able to listen carefully, using specific techniques to clarify what they have heard. For speaking properly and making messages understood, grammar, sentence structure, tone, expression and emphasis must be part of students' repertoires.

Learning Standard

A. Listen effectively in formal and informal situations.

Benchmarks

- 4.A.1a** Listen attentively by facing the speaker, making eye contact and paraphrasing what is said.
- 4.A.1b** Ask questions and respond to questions from the teacher and from group members to improve comprehension.
- 4.A.1c** Follow oral instructions accurately.
- 4.A.1d** Use visually oriented and auditory based media.

Descriptors

Stage A

4A - Students who meet the standard can listen effectively in formal and informal situations.

1. Assume requested position and attend to speaker.
2. Respond appropriately through movements both individually and in unison (e.g., choral answers, gestures, questions, repeating and retelling).
3. Recognize common sounds (e.g., honk, bark, siren, whistle, running water).
4. Distinguish letter sounds.
5. Differentiate between words that rhyme and those that do not rhyme.
6. Distinguish between "real" and "make believe" events.
7. Differentiate between a statement and a question.
8. Formulate both a response statement and a question at appropriate times.
9. Complete a 2-step task based on oral instructions.
10. Demonstrate through body language, art, gestures, and oral responses that some visual and auditory messages are being understood.

11. Ask appropriate questions to clarify basic events in media presentations.

Stage B

4A - Students who meet the standard can listen effectively in formal and informal situations.

1. Assume appropriate position and attend to the speaker.
2. Respond appropriately through movements, gestures, questions, and retelling.
3. Identify common sounds (e.g., trumpet, train).
4. State words that rhyme with a word given orally.
5. Analyze qualities of sound (e.g., loudness, softness, pleasantness).
6. Differentiate between events that are “real” and “make believe.”
7. Demonstrate the ability to listen for different purposes (e.g., entertainment, information, social interaction).
8. Use question-building words appropriately (e.g., what, when, how, why, could, should, did).
9. Provide information that answers the question-building words when they are presented orally.
10. Complete a 2-step task based on oral instructions.
11. Demonstrate through body language, gestures, and written and oral responses that visual and auditory messages are being understood.
12. Respond appropriately to comments made by others by providing new, additional information.
13. Formulate relevant questions and respond appropriately to questions about the medium’s messages.
14. Begin to distinguish between main ideas and details that are heard.

Learning Standard

B. Speak effectively using language appropriate to the situation and audience.

Benchmarks

- 4.B.1a** Present brief oral reports, using language and vocabulary appropriate to the message and audience (e.g., show and tell).
- 4.B.1b** Participate in discussions around a common topic.

Descriptors

Stage A

4B - Students who meet the standard can speak effectively using language appropriate to the situation and audience.

1. Demonstrate awareness of personal space and spatial relationships (e.g., Where am I? Where are you? How far apart are we?).
2. Demonstrate awareness of speaker-audience relationship.
3. Demonstrate ability to stand and speak to a group independently.
4. Begin to use appropriate presentation techniques (rate, volume, some eye contact with audience).
5. Focus and present appropriate information on a single topic.

6. Present ideas in an appropriate order.
7. Use appropriate rules governing spoken English.
8. Demonstrate awareness of others' desires and rights to talk.
9. Demonstrate appropriate behaviors (e.g., avoid interrupting others, causing distractions, calling attention to self).
10. Recognize the differences between questions and statements and appropriately contribute either or both.

Stage B

4B - Students who meet the standard can speak effectively using language appropriate to the situation and audience..

1. Demonstrate awareness of situation and setting for the oral message.
2. Use presentation techniques appropriate for the situation (e.g., eye contact with audience, volume, rate, tone, avoid distracting behaviors).
3. Focus and present information on a single topic.
4. Present ideas in a logical order.
5. Use appropriate details (e.g., descriptive words, reasons).
6. Use appropriate rules governing spoken English.
7. Adapt language to the situation (e.g., playground, classroom, media center).
8. Demonstrate courtesy and respect for others' rights and points of view.
9. Formulate questions and statements at appropriate times.
10. Contribute relevant, appropriate information to discussions.

Language Arts Curriculum

First Grade

Research

STATE GOAL 5: Use the language arts to acquire, assess and communicate information.

Why This Goal Is Important: To be successful in school and in the world of work, students must be able to use a wide variety of information resources (written, visual and electronic). They must also know how to frame questions for inquiry, identify and organize relevant information and communicate it effectively in a variety of formats. These skills are critical in school across all learning areas and are key to successful career and lifelong learning experiences.

Learning Standard

A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.

Benchmarks

5.A.1a Identify questions and gather information.

5.A.1b Locate information using a variety of resources.

Descriptors

Stage A

5A - Students who meet the standard can locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

1. Begin to brainstorm to generate questions to gather information.
2. Discuss prior knowledge of topic.
3. Generate questions gained from experiences (e.g., field trip, visitors, stories, discussions) to gather information.
4. Use aids (e.g., KWL, webs, graphic organizers, available technology) to locate generated information.
5. Provide answers to questions.
6. State and sort necessary information for a discussion.

Stage B

5A - Students who meet the standard can locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

1. Begin guided brainstorming to generate questions to gather information.
2. Discuss prior knowledge of topic.
3. Generate questions gained from experiences (e.g., field trip, visitors, stories, discussions) to gather information.
4. Use aids (e.g., webs, graphic organizers, technology) to locate & present information.

5. Recognize that information is available through an organizational system (e.g., library, media center, classroom resources, available technology).
6. Use text aids (e.g., table of contents, glossary, index, alphabetical order) to locate information in a book.
7. Begin to include facts and details.
8. Provide answers to questions.
9. State and sort necessary information for a project.
10. Express details in complete sentences.

Learning Standard

B. Analyze and evaluate information acquired from various sources.

Benchmarks

5.B.1a Select and organize information from various sources for a specific purpose.

5.B.1b Cite sources used.

Descriptors

Stage A

5B - Students who meet the standard can analyze and evaluate information acquired from various sources.

1. Formulate questions to define ideas through oral discussion of determined topic.
2. Distinguish between relevant and irrelevant information.

Stage B

5B - Students who meet the standard can analyze and evaluate information acquired from various sources.

1. Formulate questions to define ideas through oral discussion of determined topic.
2. Distinguish between relevant and irrelevant information.
3. Begin to organize ideas to define focus of details (e.g., drawing, telling, developmental writing).

Learning Standard

C. Apply acquired information, concepts & ideas to communicate in a variety of formats.

Benchmarks

5.C.1a Write letters, reports and stories based on acquired information.

5.C.1b Use print, nonprint, human and technological resources to acquire and use information.

Descriptors

Stage A

5C - Students who meet the standard can apply acquired information, concepts and ideas to communicate in a variety of formats.

1. Maintain focus - stay on topic.

2. Access and use books and stories to learn something new about a topic.
3. Use life experiences as sources of information for written reports, letters, and stories.
4. Create a message by drawing, telling, using graphic aids, and/or developmental writing based on acquired information.
5. Gather, organize, and share information about a topic.
6. Retell information.
7. Explain information from a drawing, graphic aid, or developmental writing.

Stage B

5C - Students who meet the standard can apply acquired information, concepts and ideas to communicate in a variety of forms.

1. Maintain focus - stay on topic.
2. Access and use books and stories to learn something new about a topic.
3. Use life experiences as sources of information for written reports, letters, and stories.
4. Gather, organize, and share information about a topic.
5. Create a report of ideas (e.g., drawing, using available technology, writing a story, letter, report).
6. Paraphrase information.
7. Summarize information.
8. Develop ideas by using details from pictures, diagrams, maps, and other graphic organizers.
9. Explain information using a drawing, graphic aids, oral presentation, available technology, or developmental writing.

Language Arts Curriculum

Second Grade

Reading

GOAL 1: Read with understanding and fluency.

Why This Goal Is Important: Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely build a strong foundation for learning in all areas of life.

Learning Standard

A. Apply word analysis and vocabulary skills to comprehend selections.

Benchmarks

- 1.A.1a** Apply word analysis skills (e.g., phonics, word patterns) to recognize new words.
- 1.A.1b** Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.

Descriptors

Stage A

1A - Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections.

1. Use phonics to decode simple words in age-appropriate material.
2. Demonstrate phonological awareness (e.g., counting syllables, hearing rhyme, alliteration, onset and rime) of sounds in words.
3. Demonstrate phonemic awareness by blending or segmenting phonemes in a one-syllable word.
4. Recognize 100 high frequency sight words including environmental print (but not including words the child can read using phonics).
5. Use appropriate strategies of decoding (e.g., illustrations, phonics, word patterns, context clues) to recognize unknown words when reading material.
6. Use knowledge of letter-sound correspondences and high frequency words to orally read age-appropriate material.
7. Begin to recognize miscues that interfere with meaning and use self-correcting strategies.
8. Use a variety of resources (e.g., age-appropriate dictionaries, pictures, illustrations, photos, ask others, context, previous experience) to determine and clarify meanings of unfamiliar words.

Stage B

1A - Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections.

1. Use phonics to decode new words in age-appropriate material.
2. Use phonemic awareness knowledge (e.g., isolate, blend, substitute, manipulate letter sounds) to identify phonetically regular one and two syllable words.
3. Recognize 300 high frequency sight words.
4. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
5. Use letter-sound knowledge and sight vocabulary to read orally and silently/whisper read age-appropriate material.
6. Self-monitor reading and use decoding strategies to self-correct miscues.
7. Use a variety of resources (e.g., context, previous experiences, dictionaries, glossaries, computer resources, ask others) to determine and clarify meanings of unfamiliar words.

Stage C

1A - Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections.

1. Use phonics to decode new words in age-appropriate material.
2. Use word analysis (root words, inflections, affixes) to identify words.
3. Discuss the meanings of new words encountered in independent and group activities.
4. Use synonyms and antonyms to define words.
5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
6. Self-monitor reading and use decoding strategies to self-correct miscues.
7. Use context and previous experience to determine the meanings of unfamiliar words in text.
8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words.

Learning Standard

B. Apply reading strategies to improve understanding and fluency.

Benchmarks

- 1.B.1a** Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.
- 1.B.1b** Identify genres (forms and purposes) of fiction, nonfiction, poetry and electronic literary forms.
- 1.B.1c** Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions).

1.B.1d Read age-appropriate material aloud with fluency and accuracy.

Descriptors

Stage A

1A - Students who meet the standard can apply reading strategies to improve understanding and fluency.

1. Make predictions before reading and relate to personal experiences (e.g., illustrations, title).
2. Discuss prior knowledge of topics and relate to the text before reading.
3. Connect the elements of narratives (e.g., character, setting, plot) to the text.
4. Distinguish between poetry and prose.
5. Begin to check for understanding (e.g., reread, read ahead, use illustrations and context clues) during reading.
6. Ask questions to clarify understanding before, during, and after reading.
7. Re-enact or dramatize the contents of stories for retellings.
8. Read age-appropriate material orally with accuracy, rhythm, volume, and flow that sound like everyday speech.

Stage B

1B - Students who meet the standard can apply reading strategies to improve understanding and fluency.

1. Read fiction and non-fiction materials for specific purposes.
2. Use clues (e.g., titles, pictures, themes, prior knowledge, graphs) to make and justify predictions before, during and after reading.
3. Recognize informational text structure (e.g., sequence, list/example) before and during reading.
4. Develop familiarity with poetry (e.g., choral reading to develop fluency).
5. Recognize when understanding requires re-reading to clarify meaning.
6. State facts and details of text during and after reading.
7. Locate answers to age-appropriate questions, before, during, and after reading, to clarify understanding.
8. Interpret text information gathered from diagrams, graphs, or maps before, during and after reading.
9. Demonstrate creative responses to text such as dramatizations, oral presentations, or “make believe” play after reading.
10. Interpret age-appropriate figurative language.
11. Read age-appropriate material orally with accuracy, rhythm, volume, and flow that sounds like everyday speech.

Stage C

1B - Students who meet the standard can apply reading strategies to improve understanding and fluency.

1. Identify purposes for reading before and during reading.
2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.

3. Use a variety of strategies (e.g., K-W-L, anticipation guide, graphic organizer, DR-TA) to connect important ideas in text to prior knowledge and other reading.
4. Identify explicit main ideas.
5. Make connections from text to text, text to self, text to world.
6. Differentiate between fact and opinion.
7. Identify genres of fiction and non-fiction.
8. Identify genres of poetry.
9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
10. Ask questions to clarify understanding.
11. Summarize or retell information from a text.
12. Interpret age-appropriate figurative language.
13. Read age-appropriate material aloud with fluency and accuracy.

Learning Standard

C. Comprehend a broad range of reading materials.

Benchmarks

- 1.C.1a** Use information to form questions and verify predictions.
- 1.C.1b** Identify important themes and topics.
- 1.C.1c** Make comparisons across reading selections.
- 1.C.1d** Summarize content of reading material using text organization (e.g., story, sequence).
- 1.C.1e** Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters).
- 1.C.1f** Use information presented in simple tables, maps & charts to form an interpretation.

Descriptors

Stage A

- 1C** - Students who meet the standard can comprehend a broad range of reading materials.
1. Recognize questions can be used to gain information.
 2. Ask questions to seek elaboration of illustrations or portions of text and to monitor comprehension (e.g., ask why a character would do something, ask for clarification of something).
 3. Begin to recognize the author's purpose across a broad range of materials.
 4. Identify the motives of characters in various works (e.g., biography, non-fiction, diary).
 5. Compare two books by the same author.
 6. Compare a broad range of familiar books that have the same theme and topic.
 7. Summarize information about fiction and nonfiction materials in illustrations, charts and other graphics.
 8. Summarize or tell information from a broad range of reading material.
 9. Predict and then confirm questions characters in stories might ask.
 10. Create illustrations to answer questions about a story.
 11. Use information in illustrations or text to make predictions and relate to prior knowledge.
 12. Use text provided in functional classroom messages (e.g., labels, signs, instructions) to get information.

13. Select books appropriate to reading levels or interests.
14. Develop familiarity with available technology (e.g., computers, software,

Stage B

1C - Students who meet the standard can comprehend a broad range of reading materials.

1. Respond to analytical and interpretive questions based on information in text.
2. Select passages in non-fiction materials to answer specific questions.
3. Ask questions to seek clarification of meaning.
4. Use information in text or illustrations to generate questions about the cause of a specific effect.
5. Use self-monitoring (e.g., re-read question, confirm) to solve problems in meaning to achieve understanding of a broad range of reading materials.
6. Identify the author's purpose and the main idea.
7. Compare an author's information with the student's knowledge of self, world, and other texts in non-fiction text.
8. Compare a broad range of books that have the same theme and topic.
9. Summarize and retell text read or heard.
10. Recognize and discuss the structure of a story in sequential order.
11. Use information in text to recognize differences of opinion.
12. Recognize how specific authors and illustrators express their ideas in text and graphics (e.g., dialogue, characters, color).
13. Identify and begin to interpret information presented in age-appropriate maps, diagrams, and charts for both fiction and nonfiction materials.
14. Select books appropriate to reading levels.
15. Develop familiarity with available technology (e.g., computers, copiers, cameras, interactive web sites).

Stage C

1C - Students who meet the standard can comprehend a broad range of reading materials.

1. Use evidence in text to form questions and verify predictions.
2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inferring, evaluating).
3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
4. Identify the message the author conveys in the text.
5. Make comparisons across reading selections (e.g., themes, topics, story elements).
6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
8. Explain how authors and illustrators express their ideas.
9. Use information from simple tables, maps, and charts to increase comprehension of a variety of age-appropriate materials, both fiction and nonfiction.
10. Use available technology (e.g., interactive web sites, software, electronic mail).

Language Arts Curriculum

Second Grade

Literature

STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.

Why This Goal Is Important: Literature transmits ideas, reflects societies and eras and expresses the human imagination. It brings understanding, enrichment and joy. Appreciating literature and recognizing its many forms enable students to learn and respond to ideas, issues, perspectives and actions of others. Literature study includes understanding the structure and intent of a short poem or a long, complex book. By exploring the techniques that authors use to convey messages and evoke responses, students connect literature to their own lives and daily experiences.

Learning Standard

A. Understand how literary elements and techniques are used to convey meaning.

Benchmarks

- 2.A.1a** Identify the literary elements of theme, setting, plot and character within literary works.
- 2.A.1b** Classify literary works as fiction or nonfiction.
- 2.A.1c** Describe differences between prose and poetry.

Descriptors

Stage A

2A - Students who meet the standard can understand how literary elements and techniques are used to convey meaning.

1. Identify and compare characters, settings, and/or events in stories and/or pictures.
2. Tell a story with a beginning, middle, and an end.
3. Define unfamiliar vocabulary.
4. Imitate rhythm/rhyme patterns.
5. Distinguish between “real” and “make believe.”
6. Begin to recognize that prose is written in sentences and organized in paragraphs.

Stage B

2A - Students who meet the standard can understand how literary elements and techniques are used to convey meaning.

1. Describe and compare characters, settings, and/or events in stories or pictures.
2. Retell stories and events using a beginning, middle, and an end.
3. Define unfamiliar vocabulary.
4. Identify the topic or main idea (theme).
5. Distinguish between “make believe” and realistic narrative.

6. Compare different versions of the same story from different cultures and eras.
7. Recognize a regular beat and similarities of sound (rhythm and rhyme) in poetry.
8. Recognize that prose is written in sentences and organized in paragraphs.

Stage C

2A - Students who meet the standard can understand how literary elements and techniques are used to convey meaning.

1. Identify the theme (e.g., friendship, cooperation, sharing, change, exploration) in selected stories and books.
2. Identify the setting and tell how it affects the story.
3. Identify the elements of plot by retelling the story (i.e., problem, attempts to solve problem, or resolution of problem).
4. Identify/compare characters' attributes across stories.
5. Define unfamiliar vocabulary.
6. Name several characteristics that distinguish fiction from nonfiction.
7. Classify major types of fiction (e.g., tall tale, fairy tale, fable).
8. Classify major types of nonfiction (e.g., essay, biography, autobiography).
9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
10. Recognize that prose is written in sentences and organized in paragraphs.
11. Recognize both rhymed and unrhymed poetry.
12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).

Learning Standard

B. Read and interpret a variety of literary works.

Benchmarks

- 2.B.1a** Respond to literary materials by connecting them to their own experience and communicate those responses to others.
- 2.B.1b** Identify common themes in literature from a variety of eras.
- 2.B.1c** Relate character, setting and plot to real-life situations.

Descriptors

Stage A

2B - Students who meet the standard can read and interpret a variety of literary works.

1. Investigate self-selected/ teacher-selected literature (e.g., picture books, nursery rhymes, fairy tales, poems, legends) from a variety of cultures.
2. Respond appropriately to texts representing life skills (e.g., classroom labels, school signs, restroom symbols).
3. Re-enact and retell stories, songs, poems, plays, and other literary works.
4. Produce simple evaluative expressions about the text ("I like the story because...").
5. Make simple connections from the story to events or people in their own lives.
6. Compare two books by the same author.

7. Discuss several books on the same topic.
8. Identify specific parts of the text to support a point.
9. Present a reasonable interpretation of a book.

Stage B

2B - Students who meet the standard can read and interpret a variety of literary works.

1. Investigate self-selected/ teacher-selected literature (e.g., picture books, nursery rhymes, fairy tales, poems, legends) from a variety of cultures.
2. Respond appropriately to texts representative of life skills (e.g., classroom label, school signs, restroom symbols.)
3. Re-enact and retell selections (e.g., stories, songs, poems).
4. Make a reasonable judgment with support from the text.
5. Apply text variations (e.g., change setting, alter a character, rewrite the ending).
6. Make connections from text to text, text to self, text to world.
7. Compare two works by the same author.
8. Discuss several works that have a common idea.

Stage C

2B - Students who meet the standard can read and interpret a variety of literary works.

1. Apply events and situations in both fiction and nonfiction to personal experiences.
2. Investigate literature from a variety of time periods/ cultures/genres.
3. Compare works by the same author.
4. Discuss works that have a common theme.
5. Re-enact/role play/retell (e.g., stories, songs, poems, plays).
6. Support plausible interpretations with evidence from the text.

Language Arts Curriculum

Second Grade

Writing

STATE GOAL 3: Write to communicate for a variety of purposes.

Why This Goal Is Important: The ability to write clearly is essential to any person's effective communications. Students with high-level writing skills can produce documents that show planning and organization and effectively convey the intended message and meaning. Clear writing is critical to employment and production in today's world. Individuals must be capable of writing for a variety of audiences in differing styles, including standard rhetoric themes, business letters and reports, financial proposals and technical and professional communications. Students should be able to use word processors and computers to enhance their writing proficiency and improve their career opportunities.

Learning Standard

A. Use correct grammar, spelling, punctuation, capitalization and structure.

Benchmark

3.A.1 Construct complete sentences which demonstrate subject/verb agreement; appropriate capitalization and punctuation; correct spelling of appropriate, high-frequency words; and appropriate use of the eight parts of speech.

Descriptors

Stage A

3A - Students who meet the standard can use correct grammar, spelling, punctuation, capitalization and structure.

1. Write simple 2-3 word sentences (e.g., subject-verb/subject-verb-complement).
2. Use beginning capitalization.
3. Use end marks (e.g., period, question mark).
4. Use phonemic clues, phonetic and/or developmental spellings to construct words.

Stage B

3A - Students who meet the standard can use correct grammar, spelling, punctuation, capitalization and structure.

1. Extend simple sentences (e.g., subject-verb-complement pattern).
2. Use correct subject/verb agreement.
3. Use appropriate capitalization (e.g., beginning capitalization, proper nouns).
4. Use end marks (e.g., period, question mark, exclamation mark).
5. Use correct spelling of high frequency words.

6. Use phonemic clues, phonetic and/or developmental spelling to spell unfamiliar words.

Stage C

3A - Students who meet the standard can use correct grammar, spelling, punctuation, capitalization and structure.

1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
2. Construct complete sentences.
3. Demonstrate subject-verb agreement.
4. Use end marks, commas, and quotation marks.
5. Use appropriate capitalization.
6. Use appropriate punctuation.
7. Use correct spelling of high frequency words.
8. Use knowledge of letter-sound relationships to spell unfamiliar words.
9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
10. Proofread and revise one's own work.

Learning Standard

B. Compose well-organized and coherent writing for specific purposes and audiences.

Benchmarks

3.B.1a Use prewriting strategies to generate and organize ideas (e.g., focus on one topic; organize writing to include a beginning, middle and end; use descriptive words when writing about people, places, things, events).

3.B.1b Demonstrate focus, organization, elaboration and integration in written compositions (e.g., short stories, letters, essays, reports).

Descriptors

Stage A

3B - Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.

1. Use age-appropriate prewriting strategies (e.g., drawing, brainstorming, graphic organizers) to generate and organize ideas with teacher assistance.
2. Tell a focused story using various approaches (e.g., pictures, scribbles, letter approximations, connected oral account).
3. Use details in the telling that relate only to the story in the picture or letter approximations.
4. Respond accurately to questions about the character(s) and event(s) in the picture.
5. Attempt to write text that is related to the picture.
6. Revise the picture/text for classroom publication or sharing with peers.

Stage B

3B - Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.

1. Use appropriate prewriting strategies (e.g., drawing, brainstorming, idea mapping, graphic organizers) to generate and organize ideas with teacher assistance.
2. Compose a focused story using picture(s) and/or basic text.
3. Use a series of pictures and basic text to tell a focused story.
4. Organize the picture(s) and text to tell the story in proper order.
5. Elaborate and support written content with facts, details, and description.
6. Begin to evaluate and reflect on own writing and that of others.

Stage C

3B - Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.

1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to generate and organize ideas with teacher assistance.
2. Establish and maintain a focus.
3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
5. Use basic transitions to connect ideas.
6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).

Learning Standard

C. Communicate ideas in writing to accomplish a variety of purposes.

Benchmarks

- 3.C.1a** Write for a variety of purposes including description, information, explanation, persuasion and narration.
- 3.C.1b** Create media compositions or productions which convey meaning visually for a variety of purposes.

Descriptors

Stage A

3C - Students who meet the standard can communicate ideas in writing to accomplish a variety of purposes.

1. Use basic components of the writing process (e.g., prewriting, drafting, publishing) to write for a variety of purposes (e.g., narration, exposition).
2. Retell a focused story.
3. Create a basic publication using available resources (e.g., pictures, colors, computer, copier).
4. Experiment with different forms of writing (e.g., song, poetry, short fiction, recipes, diary, journal, directions).

Stage B

3C - Students who meet the standard can communicate ideas in writing to accomplish a variety of purposes.

1. Use the writing process for a variety of purposes (e.g., narration, exposition).
2. Use available technology to plan, compose, revise and edit written work.
3. Begin to rely on text as well as pictures and oral narration to convey meaning.
4. Experiment with different forms of writing (e.g., song, poetry, short fiction, recipes, diary, journal, directions).

Stage C

3C - Students who meet the standard can communicate ideas in writing to accomplish a variety of purposes.

1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
2. Use available technology to plan, compose, revise, and edit written work.
3. Experiment with different forms of creative writing (e.g., song, poetry, short fiction, play).

Language Arts Curriculum

Second Grade

Listening and Speaking

STATE GOAL 4: Listen and speak effectively in a variety of situations.

Why This Goal Is Important: Of all the language arts, listening and speaking are those most often used on a daily basis at home, school and work or in the community. Skill in speaking is universally recognized as a primary indicator of a person's knowledge, skill and credibility. In person, by phone or through video, good listening and speaking skills are essential to sending, receiving and understanding messages. To understand messages spoken by others, students must be able to listen carefully, using specific techniques to clarify what they have heard. For speaking properly and making messages understood, grammar, sentence structure, tone, expression and emphasis must be part of students' repertoires.

Learning Standard

A. Listen effectively in formal and informal situations.

Benchmarks

- 4.A.1a** Listen attentively by facing the speaker, making eye contact and paraphrasing what is said.
- 4.A.1b** Ask questions and respond to questions from the teacher and from group members to improve comprehension.
- 4.A.1c** Follow oral instructions accurately.
- 4.A.1d** Use visually oriented and auditory based media.

Descriptors

Stage A

4A - Students who meet the standard can listen effectively in formal and informal situations.

1. Assume requested position and attend to speaker.
2. Respond appropriately through movements both individually and in unison (e.g., choral answers, gestures, questions, repeating and retelling).
3. Recognize common sounds (e.g., honk, bark, siren, whistle, running water).
4. Distinguish letter sounds.
5. Differentiate between words that rhyme and those that do not rhyme.
6. Distinguish between "real" and "make believe" events.
7. Differentiate between a statement and a question.
8. Formulate both a response statement and a question at appropriate times.
9. Complete a 2-step task based on oral instructions.

10. Demonstrate through body language, art, gestures, and oral responses that some visual and auditory messages are being understood.
11. Ask appropriate questions to clarify basic events in media presentations.

Stage B

4A - Students who meet the standard can listen effectively in formal and informal situations.

1. Assume appropriate position and attend to the speaker.
2. Respond appropriately through movements, gestures, questions, and retelling.
3. Identify common sounds (e.g., trumpet, train).
4. State words that rhyme with a word given orally.
5. Analyze qualities of sound (e.g., loudness, softness, pleasantness).
6. Differentiate between events that are “real” and “make believe.”
7. Demonstrate the ability to listen for different purposes (e.g., entertainment, information, social interaction).
8. Use question-building words appropriately (e.g., what, when, how, why, could, should, did).
9. Provide information that answers the question-building words when they are presented orally.
10. Complete a 2-step task based on oral instructions.
11. Demonstrate through body language, gestures, and written and oral responses that visual and auditory messages are being understood.
12. Respond appropriately to comments made by others by providing new, additional information.
13. Formulate relevant questions and respond appropriately to questions about the medium’s messages.
14. Begin to distinguish between main ideas and details that are heard.

Stage C

4A - Students who meet the standard can listen effectively in formal and informal situations.

1. Attend to the speaker and focus attention on what is being said.
2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction).
4. Separate and retell main ideas from information that is given orally.
5. Formulate relevant and focused questions.
6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
7. Complete a task for which two or more steps are given orally.
8. Begin to paraphrase and summarize the content of both formal and informal presentations or messages (e.g., directions, media, announcements, speakers).
9. Demonstrate understanding of materials, concepts, or instructions presented in auditory based media.
10. Paraphrase/summarize information presented in auditory based media.

Learning Standard

B. Speak effectively using language appropriate to the situation and audience.

Benchmarks

4.B.1a Present brief oral reports, using language and vocabulary appropriate to the message and audience (e.g., show and tell).

4.B.1b Participate in discussions around a common topic.

Descriptors

Stage A

4B - Students who meet the standard can speak effectively using language appropriate to the situation and audience.

1. Demonstrate awareness of personal space and spatial relationships (e.g., Where am I? Where are you? How far apart are we?).
2. Demonstrate awareness of speaker-audience relationship.
3. Demonstrate ability to stand and speak to a group independently.
4. Begin to use appropriate presentation techniques (rate, volume, some eye contact with audience).
5. Focus and present appropriate information on a single topic.
6. Present ideas in an appropriate order.
7. Use appropriate rules governing spoken English.
8. Demonstrate awareness of others' desires and rights to talk.
9. Demonstrate appropriate behaviors (e.g., avoid interrupting others, causing distractions, calling attention to self).
10. Recognize the differences between questions and statements and appropriately contribute either or both.

Stage B

4B - Students who meet the standard can speak effectively using language appropriate to the situation and audience.

1. Demonstrate awareness of situation and setting for the oral message.
2. Use presentation techniques appropriate for the situation (e.g., eye contact with audience, volume, rate, tone, avoid distracting behaviors).
3. Focus and present information on a single topic.
4. Present ideas in a logical order.
5. Use appropriate details (e.g., descriptive words, reasons).
6. Use appropriate rules governing spoken English.
7. Adapt language to the situation (e.g., playground, classroom, media center).
8. Demonstrate courtesy and respect for others' rights and points of view.
9. Formulate questions and statements at appropriate times.
10. Contribute relevant, appropriate information to discussions.

Stage C

4B - Students who meet the standard can speak effectively using language appropriate to the situation and audience.

1. Demonstrate awareness of characteristics of an audience (e.g., age, gender, background knowledge, level of interest in topic) and how they affect content and style of presentation.
2. Determine the purpose of the oral report.
3. Select appropriate topic.
4. Use language that is clear, audible, and appropriate.
5. Use appropriate grammar, word choice, and pacing.
6. Establish and maintain a focus.
7. Present ideas in a logical order.
8. Elaborate upon main points with supporting details.
9. Prepare and practice the presentation.
10. Engage and maintain the interest of the listener.
11. Use rules governing spoken English.
12. Use appropriate presentation techniques (e.g., volume, rate, tone, pitch).
13. Contribute relevant, appropriate information to discussions.
14. Demonstrate respect for other participants and their ideas.

Language Arts Curriculum

Second Grade

Research

STATE GOAL 5: Use the language arts to acquire, assess and communicate information.

Why This Goal Is Important: To be successful in school and in the world of work, students must be able to use a wide variety of information resources (written, visual and electronic). They must also know how to frame questions for inquiry, identify and organize relevant information and communicate it effectively in a variety of formats. These skills are critical in school across all learning areas and are key to successful career and lifelong learning experiences.

Learning Standard

A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.

Benchmarks

5.A.1a Identify questions and gather information.

5.A.1b Locate information using a variety of resources.

Descriptors

Stage A

5A - Students who meet the standard can locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

1. Begin to brainstorm to generate questions to gather information.
2. Discuss prior knowledge of topic.
3. Generate questions gained from experiences (e.g., field trip, visitors, stories, discussions) to gather information.
4. Use aids (e.g., KWL, webs, graphic organizers, available technology) to locate generated information.
5. Provide answers to questions.
6. State and sort necessary information for a discussion.

Stage B

5A - Students who meet the standard can locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

1. Begin guided brainstorming to generate questions to gather information.
2. Discuss prior knowledge of topic.
3. Generate questions gained from experiences (e.g., field trip, visitors, stories, discussions) to gather information.

4. Use aids (e.g., KWL, webs, graphic organizers, technology) to locate and present information.
5. Recognize that information is available through an organizational system (e.g., library, media center, classroom resources, available technology).
6. Use text aids (e.g., table of contents, glossary, index, alphabetical order) to locate information in a book.
7. Begin to include facts and details.
8. Provide answers to questions.
9. State and sort necessary information for a project.
10. Express details in complete sentences.

Stage C

5A - Students who meet the standard can locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

1. Generate questions of interest (e.g., using KWL, webs, graphic organizers).
2. Define the focus of the research.
3. Collect information relevant to the topic.
4. Use text aids (e.g., table of contents, glossary, index, alphabetical order) to locate information in a book.
5. Use an organizational system (e.g., media center, classroom resources, available technology) to locate information.
6. Analyze (e.g., categorize, classify, sort, organize, combine) information for a project.

Learning Standard

B. Analyze and evaluate information acquired from various sources.

Benchmarks

5.B.1a Select and organize information from various sources for a specific purpose.

5.B.1b Cite sources used.

Descriptors

Stage A

5B - Students who meet the standard can analyze and evaluate information acquired from various sources.

1. Formulate questions to define ideas through oral discussion of determined topic.
2. Distinguish between relevant and irrelevant information.

Stage B

5B - Students who meet the standard can analyze and evaluate information acquired from various sources.

1. Formulate questions to define ideas through oral discussion of determined topic.
2. Distinguish between relevant and irrelevant information.
3. Begin to organize ideas to define focus of details (e.g., drawing, telling, developmental writing).

Stage C

5B - Students who meet the standard can analyze and evaluate information acquired from various sources.

1. Use key words to identify relevant information.
2. Discriminate between relevant and irrelevant information.
3. Organize related information under main topics.
4. List title, author, and type of resource (e.g., magazine, book, encyclopedia, website, interviewee) used in research.

Learning Standard

C. Apply acquired information, concepts and ideas to communicate in a variety of formats.

Benchmarks

5.C.1a Write letters, reports and stories based on acquired information.

5.C.1b Use print, nonprint, human and technological resources to acquire and use information.

Descriptors

Stage A

5C - Students who meet the standard can apply acquired information, concepts and ideas to communicate in a variety of formats.

1. Maintain focus - stay on topic.
2. Access and use books and stories to learn something new about a topic.
3. Use life experiences as sources of information for written reports, letters, and stories.
4. Create a message by drawing, telling, using graphic aids, and/or developmental writing based on acquired information.
5. Gather, organize, and share information about a topic.
6. Retell information.
7. Explain information from a drawing, graphic aid, or developmental writing.

Stage B

5C - Students who meet the standard can apply acquired information, concepts and ideas to communicate in a variety of forms.

1. Maintain focus - stay on topic.
2. Access and use books and stories to learn something new about a topic.
3. Use life experiences as sources of information for written reports, letters, and stories.
4. Gather, organize, and share information about a topic.
5. Create a report of ideas (e.g., drawing, using available technology, writing a story, letter, report).
6. Paraphrase information.
7. Summarize information.

8. Develop ideas by using details from pictures, diagrams, maps, and other graphic organizers.

Stage C

5C - Students who meet the standard can apply acquired information, concepts and ideas to communicate in a variety of formats.

1. Access and use information from a variety of sources.
2. Organize and synthesize information.
3. Paraphrase/summarize information.
4. Compose information in an appropriate medium/format.
5. Present information in oral, written, and available technological/multi-media forms.
6. Begin to revise and edit the work.

Language Arts Curriculum

Third Grade

Reading

GOAL 1: Read with understanding and fluency.

Why This Goal Is Important: Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely build a strong foundation for learning in all areas of life.

Learning Standard

A. Apply word analysis and vocabulary skills to comprehend selections.

Benchmarks

- 1.A.1a** Apply word analysis skills (e.g., phonics, word patterns) to recognize new words.
- 1.A.1b** Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.

Descriptors

Stage B

1A - Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections.

1. Use phonics to decode new words in age-appropriate material.
2. Use phonemic awareness knowledge (e.g., isolate, blend, substitute, manipulate letter sounds) to identify phonetically regular one and two syllable words.
3. Recognize 300 high frequency sight words.
4. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
5. Use letter-sound knowledge and sight vocabulary to read orally and silently/whisper read age-appropriate material.
6. Self-monitor reading and use decoding strategies to self-correct miscues.
7. Use a variety of resources (e.g., context, previous experiences, dictionaries, glossaries, computer resources, ask others) to determine and clarify meanings of unfamiliar words.

Stage C

1A - Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections.

1. Use phonics to decode new words in age-appropriate material.

2. Use word analysis (root words, inflections, affixes) to identify words.
3. Discuss the meanings of new words encountered in independent and group activities.
4. Use synonyms and antonyms to define words.
5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
6. Self-monitor reading and use decoding strategies to self-correct miscues.
7. Use context and previous experience to determine the meanings of unfamiliar words in text.
8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words.

Stage D

1A - Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections.

1. Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words.
2. Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
3. Use synonyms and antonyms to define words.
4. Use word origins to construct the meanings of new words.
5. Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self correct miscues that interfere with meaning.
6. Recognize the difference between denotative and connotative meanings of words.
7. Determine the meaning of a word in context when the word has multiple meanings.
8. Use additional resources (e.g., newspapers, interviews, technological resources) as applicable to clarify meanings of unfamiliar words.

Learning Standard

B. Apply reading strategies to improve understanding and fluency.

Benchmarks

- 1.B.1a** Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.
- 1.B.1b** Identify genres (forms and purposes) of fiction, nonfiction, poetry and electronic literary forms.
- 1.B.1c** Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions).
- 1.B.1d** Read age-appropriate material aloud with fluency and accuracy.

Descriptors

Stage B

1B - Students who meet the standard can apply reading strategies to improve understanding and fluency.

1. Read fiction and non-fiction materials for specific purposes.
2. Use clues (e.g., titles, pictures, themes, prior knowledge, graphs) to make and justify predictions before, during and after reading.
3. Recognize informational text structure (e.g., sequence, list/example) before and during reading.
4. Develop familiarity with poetry (e.g., choral reading to develop fluency).
5. Recognize when understanding requires re-reading to clarify meaning.
6. State facts and details of text during and after reading.
7. Locate answers to age-appropriate questions, before, during, and after reading, to clarify understanding.
8. Interpret text information gathered from diagrams, graphs, or maps before, during and after reading.
9. Demonstrate creative responses to text such as dramatizations, oral presentations, or “make believe” play after reading.
10. Interpret age-appropriate figurative language.
11. Read age-appropriate material orally with accuracy, rhythm, volume, and flow that sounds like everyday speech.

Stage C

1B - Students who meet the standard can apply reading strategies to improve understanding and fluency.

1. Identify purposes for reading before and during reading.
2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
3. Use a variety of strategies (e.g., K-W-L, anticipation guide, graphic organizer, DR-TA) to connect important ideas in text to prior knowledge and other reading.
4. Identify explicit main ideas.
5. Make connections from text to text, text to self, text to world.
6. Differentiate between fact and opinion.
7. Identify genres of fiction and non-fiction.
8. Identify genres of poetry.
9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
10. Ask questions to clarify understanding.
11. Summarize or retell information from a text.
12. Interpret age-appropriate figurative language.
13. Read age-appropriate material aloud with fluency and accuracy.

Stage D

1B - Students who meet the standard can apply reading strategies to improve understanding and fluency.

1. Set a purpose for reading and adjust as necessary before and during reading.
2. Use self-questioning and teacher questioning to promote active reading.
3. Infer before, during, and after reading.
4. Select and use appropriate strategies according to textual complexities and reader purpose before and during reading.

5. Make connections from text to text, text to self, text to world.
6. Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world.
7. Identify explicit and implicit main ideas.
8. Differentiate between fact and opinion.
9. Infer cause/effect relationships in expository text.
10. Paraphrase/summarize information in a text.
11. Clarify understanding continuously (read ahead, use visual & context clues) during reading.
12. Critique text using personal reflections and responses.
13. Generalize meanings from figurative language.
14. Apply self-monitoring techniques to adjust rate and utilize various resources according to purposes and materials.
15. Read age-appropriate material aloud with fluency and accuracy.

Learning Standard

C. Comprehend a broad range of reading materials.

Benchmarks

- 1.C.1a** Use information to form questions and verify predictions.
- 1.C.1b** Identify important themes and topics.
- 1.C.1c** Make comparisons across reading selections.
- 1.C.1d** Summarize content of reading material using text organization (e.g., story, sequence).
- 1.C.1e** Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters).
- 1.C.1f** Use information presented in simple tables, maps & charts to form an interpretation.

Descriptors

Stage B

- 1C** - Students who meet the standard can comprehend a broad range of reading materials.
1. Respond to analytical and interpretive questions based on information in text.
 2. Select passages in non-fiction materials to answer specific questions.
 3. Ask questions to seek clarification of meaning.
 4. Use information in text or illustrations to generate questions about the cause of a specific effect.
 5. Use self-monitoring (e.g., re-read question, confirm) to solve problems in meaning to achieve understanding of a broad range of reading materials.
 6. Identify the author's purpose and the main idea.
 7. Compare an author's information with the student's knowledge of self, world, and other texts in non-fiction text.
 8. Compare a broad range of books that have the same theme and topic.
 9. Summarize and retell text read or heard.
 10. Recognize and discuss the structure of a story in sequential order.
 11. Use information in text to recognize differences of opinion.

12. Recognize how specific authors and illustrators express their ideas in text and graphics (e.g., dialogue, characters, color).
13. Identify and begin to interpret information presented in age-appropriate maps, diagrams, and charts for both fiction and nonfiction materials.
14. Select books appropriate to reading levels.
15. Develop familiarity with available technology (e.g., computers, copiers, cameras, interactive web sites).

Stage C

1C - Students who meet the standard can comprehend a broad range of reading materials.

1. Use evidence in text to form questions and verify predictions.
2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inferring, evaluating).
3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
4. Identify the message the author conveys in the text.
5. Make comparisons across reading selections (e.g., themes, topics, story elements).
6. Interpret concepts through analysis, evaluation, inference, and/or comparison.
7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
8. Explain how authors and illustrators express their ideas.
9. Use information from simple tables, maps, and charts to increase comprehension of a variety of age-appropriate materials, both fiction and nonfiction.
10. Use available technology (e.g., interactive web sites, software, electronic mail).

Stage D

1C - Students who meet the standard can comprehend a broad range of reading materials.

1. Use evidence in text to modify predictions and questions.
2. Use evidence in text to respond to open-ended questions.
3. Use evidence in text to generate and confirm or reject hypotheses.
4. Compare themes, topics, and story elements of various selections by one author.
5. Interpret concepts through comparison, analysis, evaluation, and inference.
6. Select reading strategies for text appropriate to the reader's purpose.
7. Make generalizations based on relevant information from expository text.
8. Recognize main ideas and secondary ideas in expository text.
9. Paraphrase/summarize narrative text according to text structure.
10. Recognize how illustrations reflect, interpret, and enhance the text.
11. Recognize similarities and differences when presented with varying styles or points of view.
12. Apply information obtained from age-appropriate fiction and nonfiction materials to simple tables, maps, and charts.
13. Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
14. Develop familiarity with available electronic literary forms (e.g., interactive web sites, interactive software, electronic mail).

Language Arts Curriculum

Third Grade

Literature

STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.

Why This Goal Is Important: Literature transmits ideas, reflects societies and eras and expresses the human imagination. It brings understanding, enrichment and joy. Appreciating literature and recognizing its many forms enable students to learn and respond to ideas, issues, perspectives and actions of others. Literature study includes understanding the structure and intent of a short poem or a long, complex book. By exploring the techniques that authors use to convey messages and evoke responses, students connect literature to their own lives and daily experiences.

Learning Standard

A. Understand how literary elements and techniques are used to convey meaning.

Benchmarks

- 2.A.1a** Identify the literary elements of theme, setting, plot and character within literary works.
- 2.A.1b** Classify literary works as fiction or nonfiction.
- 2.A.1c** Describe differences between prose and poetry.

Descriptors

Stage B

2A - Students who meet the standard can understand how literary elements and techniques are used to convey meaning.

1. Describe and compare characters, settings, and/or events in stories or pictures.
2. Retell stories and events using a beginning, middle, and an end.
3. Define unfamiliar vocabulary.
4. Identify the topic or main idea (theme).
5. Distinguish between “make believe” and realistic narrative.
6. Compare different versions of the same story from different cultures and eras.
7. Recognize a regular beat and similarities of sound (rhythm and rhyme) in poetry.
8. Recognize that prose is written in sentences and organized in paragraphs.

Stage C

2A - Students who meet the standard can understand how literary elements and techniques are used to convey meaning.

1. Identify the theme (e.g., friendship, cooperation, sharing, change, exploration) in selected stories and books.
2. Identify the setting and tell how it affects the story.

3. Identify the elements of plot by retelling the story (i.e., problem, attempts to solve problem, or resolution of problem).
4. Identify/compare characters' attributes across stories.
5. Define unfamiliar vocabulary.
6. Name several characteristics that distinguish fiction from nonfiction.
7. Classify major types of fiction (e.g., tall tale, fairy tale, fable).
8. Classify major types of nonfiction (e.g., essay, biography, autobiography).
9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
10. Recognize that prose is written in sentences and organized in paragraphs.
11. Recognize both rhymed and unrhymed poetry.
12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).

Stage D

2A - Students who meet the standard can understand how literary elements and techniques are used to convey meaning.

1. Read a wide range of fiction.
2. Identify and compare themes or messages in various selections.
3. Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of works by a variety of authors from different times and cultures.
4. Identify and discuss the elements of plot and subplot.
5. Identify/compare characters' attributes and motives.
6. Make inferences about character traits and check text for verification.
7. Analyze unfamiliar vocabulary.
8. Identify metaphor, simile, onomatopoeia, and hyperbole in text.
9. Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems).
10. Identify rhythm and rhyme in original work.
11. Identify poetic devices (e.g., alliteration, assonance, consonance, onomatopoeia, rhyme scheme).

Learning Standard

B. Read and interpret a variety of literary works.

Benchmarks

- 2.B.1a** Respond to literary materials by connecting them to their own experience and communicate those responses to others.
- 2.B.1b** Identify common themes in literature from a variety of eras.
- 2.B.1c** Relate character, setting and plot to real-life situations.

Descriptors

Stage B

2B - Students who meet the standard can read and interpret a variety of literary works.

1. Investigate self-selected/ teacher-selected literature (e.g., picture books, nursery rhymes, fairy tales, poems, legends) from a variety of cultures.

2. Respond appropriately to texts representative of life skills (e.g., classroom label, school signs, restroom symbols.)
3. Re-enact and retell selections (e.g., stories, songs, poems).
4. Make a reasonable judgment with support from the text.
5. Apply text variations (e.g., change setting, alter a character, rewrite the ending).
6. Make connections from text to text, text to self, text to world.
7. Compare two works by the same author.
8. Discuss several works that have a common idea.

Stage C

2B - Students who meet the standard can read and interpret a variety of literary works.

1. Apply events and situations in both fiction and nonfiction to personal experiences.
2. Investigate literature from a variety of time periods/ cultures/genres.
3. Compare works by the same author.
4. Discuss works that have a common theme.
5. Re-enact/role play/retell (e.g., stories, songs, poems, plays).
6. Support plausible interpretations with evidence from the text.

Stage D

2B - Students who meet the standard can read and interpret a variety of literary works.

1. Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
2. Support an interpretation by citing the text.
3. Compare works by the same author.
4. Analyze several works that have a common theme.
5. Read a wide range of nonfiction (e.g., books, newspapers, magazines, textbooks, visual media).
6. Support plausible interpretations with evidence from the text.

Language Arts Curriculum

Third Grade

Writing

STATE GOAL 3: Write to communicate for a variety of purposes.

Why This Goal Is Important: The ability to write clearly is essential to any person's effective communications. Students with high-level writing skills can produce documents that show planning and organization and effectively convey the intended message and meaning. Clear writing is critical to employment and production in today's world. Individuals must be capable of writing for a variety of audiences in differing styles, including standard rhetoric themes, business letters and reports, financial proposals and technical and professional communications. Students should be able to use word processors and computers to enhance their writing proficiency and improve their career opportunities.

Learning Standard

A. Use correct grammar, spelling, punctuation, capitalization and structure.

Benchmark

3.A.1 Construct complete sentences which demonstrate subject/verb agreement; appropriate capitalization and punctuation; correct spelling of appropriate, high-frequency words; and appropriate use of the eight parts of speech.

Descriptors

Stage B

3A - Students who meet the standard can use correct grammar, spelling, punctuation, capitalization and structure.

1. Extend simple sentences (e.g., subject-verb-complement pattern).
2. Use correct subject/verb agreement.
3. Use appropriate capitalization (e.g., beginning capitalization, proper nouns).
4. Use end marks (e.g., period, question mark, exclamation mark).
5. Use correct spelling of high frequency words.
6. Use phonemic clues, phonetic and/or developmental spelling to spell unfamiliar words.

Stage C

3A - Students who meet the standard can use correct grammar, spelling, punctuation, capitalization and structure.

1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
2. Construct complete sentences.
3. Demonstrate subject-verb agreement.

4. Use end marks, commas, and quotation marks.
5. Use appropriate capitalization.
6. Use appropriate punctuation.
7. Use correct spelling of high frequency words.
8. Use knowledge of letter-sound relationships to spell unfamiliar words.
9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
10. Proofread and revise one's own work

Stage D

3A - Students who meet the standard can use correct grammar, spelling, punctuation, capitalization and structure.

1. Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details, summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative, exclamatory).
2. Demonstrate subject/verb agreement.
3. Use appropriate capitalization.
4. Use appropriate punctuation.
5. Use correct spelling of appropriate high frequency words.
6. Demonstrate progression from phonetic to conventional spelling of words.
7. Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective, adverb).
8. Proofread one's own work and the work of others and revise accordingly.

Learning Standard

B. Compose well-organized and coherent writing for specific purposes and audiences.

Benchmarks

- 3.B.1a** Use prewriting strategies to generate and organize ideas (e.g., focus on one topic; organize writing to include a beginning, middle and end; use descriptive words when writing about people, places, things, events).
- 3.B.1b** Demonstrate focus, organization, elaboration and integration in written compositions (e.g., short stories, letters, essays, reports).

Descriptors

Stage B

3B - Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.

1. Use appropriate prewriting strategies (e.g., drawing, brainstorming, idea mapping, graphic organizers) to generate and organize ideas with teacher assistance.
2. Compose a focused story using picture(s) and/or basic text.
3. Use a series of pictures and basic text to tell a focused story.
4. Organize the picture(s) and text to tell the story in proper order.
5. Elaborate and support written content with facts, details, and description.
6. Begin to evaluate and reflect on own writing and that of others.

Stage C

3B - Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.

1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to generate and organize ideas with teacher assistance.
2. Establish and maintain a focus.
3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
5. Use basic transitions to connect ideas.
6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).

Stage D

3B - Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.

1. Use prewriting strategies to choose a topic and generate ideas (e.g., webbing, brainstorming, listing, note taking, outlining, drafting, graphic organizers) with limited teacher assistance.
2. Compose topic sentence; establish and maintain a focus.
3. Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and context.
4. Use basic transitions to connect ideas.
5. Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
6. Use adjectives and adverbs to enrich written language.
7. Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
8. Revise and edit (e.g., conference with self, peer, volunteer, teacher).

Learning Standard

C. Communicate ideas in writing to accomplish a variety of purposes.

Benchmarks

3.C.1a Write for a variety of purposes including description, information, explanation, persuasion and narration.

3.C.1b Create media compositions or productions which convey meaning visually for a variety of purposes.

Descriptors

Stage B

3C - Students who meet the standard can communicate ideas in writing to accomplish a variety of purposes.

1. Use the writing process for a variety of purposes (e.g., narration, exposition).

2. Use available technology to plan, compose, revise and edit written work.
3. Begin to rely on text as well as pictures and oral narration to convey meaning.
4. Experiment with different forms of writing (e.g., song, poetry, short fiction, recipes, diary, journal, directions).

Stage C

3C - Students who meet the standard can communicate ideas in writing to accomplish a variety of purposes.

1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
2. Use available technology to plan, compose, revise, and edit written work.
3. Experiment with different forms of creative writing (e.g., song, poetry, short fiction, play).

Stage D

3C - Students who meet the standard can communicate ideas in writing to accomplish a variety of purposes.

1. Use appropriate language, detail, and format for a specified audience.
2. Use the characteristics of a well-developed narrative, expository, and persuasive piece.
3. Write creatively for a specified purpose and audience (e.g., short story, poetry, play, rap, parody).
4. Write friendly letters.
5. Use available technology to design, produce, and present compositions and multimedia works.

Language Arts Curriculum

Third Grade

Listening and Speaking

STATE GOAL 4: Listen and speak effectively in a variety of situations.

Why This Goal Is Important: Of all the language arts, listening and speaking are those most often used on a daily basis at home, school and work or in the community. Skill in speaking is universally recognized as a primary indicator of a person’s knowledge, skill and credibility. In person, by phone or through video, good listening and speaking skills are essential to sending, receiving and understanding messages. To understand messages spoken by others, students must be able to listen carefully, using specific techniques to clarify what they have heard. For speaking properly and making messages understood, grammar, sentence structure, tone, expression and emphasis must be part of students’ repertoires.

Learning Standard

A. Listen effectively in formal and informal situations.

Benchmarks

- 4.A.1a** Listen attentively by facing the speaker, making eye contact and paraphrasing what is said.
- 4.A.1b** Ask questions and respond to questions from the teacher and from group members to improve comprehension.
- 4.A.1c** Follow oral instructions accurately.
- 4.A.1d** Use visually oriented and auditory based media.

Descriptors

Stage B

4A - Students who meet the standard can listen effectively in formal and informal situations.

1. Assume appropriate position and attend to the speaker.
2. Respond appropriately through movements, gestures, questions, and retelling.
3. Identify common sounds (e.g., trumpet, train).
4. State words that rhyme with a word given orally.
5. Analyze qualities of sound (e.g., loudness, softness, pleasantness).
6. Differentiate between events that are “real” and “make believe.”
7. Demonstrate the ability to listen for different purposes (e.g., entertainment, information, social interaction).
8. Use question-building words appropriately (e.g., what, when, how, why, could, should, did).

9. Provide information that answers the question-building words when they are presented orally.
10. Complete a 2-step task based on oral instructions.
11. Demonstrate through body language, gestures, and written and oral responses that visual and auditory messages are being understood.
12. Respond appropriately to comments made by others by providing new, additional information.
13. Formulate relevant questions and respond appropriately to questions about the medium's messages.
14. Begin to distinguish between main ideas and details that are heard.

Stage C

4A - Students who meet the standard can listen effectively in formal and informal situations.

1. Attend to the speaker and focus attention on what is being said.
2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction).
4. Separate and retell main ideas from information that is given orally.
5. Formulate relevant and focused questions.
6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
7. Complete a task for which two or more steps are given orally.
8. Begin to paraphrase and summarize the content of both formal and informal presentations or messages (e.g., directions, media, announcements, speakers).
9. Demonstrate understanding of materials, concepts, or instructions presented in auditory based media.
10. Paraphrase/summarize information presented in auditory based media.

Stage D

4A - Students who meet the standard can listen effectively in formal and informal situations.

1. Begin to assess the situation and determine, with limited direction from the teacher, the appropriate level of focus.
2. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction).
3. Record appropriate notes from content of a formal presentation.
4. Paraphrase and summarize the content of both formal and informal presentations or messages (e.g., directions, announcements, conversations, speakers, media presentations).
5. Distinguish between and formulate questions that are based on facts and those that are based on inferences and opinions.
6. Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative learning groups, class discussions, guest speakers, debates, assemblies).

7. Demonstrate comprehension by repeating or paraphrasing and executing a simple set of directions.

Learning Standard

B. Speak effectively using language appropriate to the situation and audience.

Benchmarks

- 4.B.1a** Present brief oral reports, using language and vocabulary appropriate to the message and audience (e.g., show and tell).
- 4.B.1b** Participate in discussions around a common topic.

Descriptors

Stage B

4B - Students who meet the standard can speak effectively using language appropriate to the situation and audience.

1. Demonstrate awareness of situation and setting for the oral message.
2. Use presentation techniques appropriate for the situation (e.g., eye contact with audience, volume, rate, tone, avoid distracting behaviors).
3. Focus and present information on a single topic.
4. Present ideas in a logical order.
5. Use appropriate details (e.g., descriptive words, reasons).
6. Use appropriate rules governing spoken English.
7. Adapt language to the situation (e.g., playground, classroom, media center).
8. Demonstrate courtesy and respect for others' rights and points of view.
9. Formulate questions and statements at appropriate times.
10. Contribute relevant, appropriate information to discussions.

Stage C

4B - Students who meet the standard can speak effectively using language appropriate to the situation and audience.

1. Demonstrate awareness of characteristics of an audience (e.g., age, gender, background knowledge, level of interest in topic) and how they affect content and style of presentation.
2. Determine the purpose of the oral report.
3. Select appropriate topic.
4. Use language that is clear, audible, and appropriate.
5. Use appropriate grammar, word choice, and pacing.
6. Establish and maintain a focus.
7. Present ideas in a logical order.
8. Elaborate upon main points with supporting details.
9. Prepare and practice the presentation.
10. Engage and maintain the interest of the listener.
11. Use rules governing spoken English.
12. Use appropriate presentation techniques (e.g., volume, rate, tone, pitch).
13. Contribute relevant, appropriate information to discussions.

14. Demonstrate respect for other participants and their ideas.

Stage D

4B - Students who meet the standard can speak effectively using language appropriate to the situation and audience.

1. Demonstrate awareness of characteristics of an audience and how they affect content and style of presentation.
2. Distinguish among oral presentations intended to inform, to entertain, and to persuade.
3. Organize information for the purposes of informing, entertaining, and persuading.
4. Use language that is clear, audible, and appropriate.
5. Use appropriate grammar, word choice, and pacing.
6. Use details to elaborate and develop main ideas for purposes of informing, entertaining, and persuading.
7. Adapt language to audience and purpose.
8. Distinguish between positive and negative verbal and nonverbal communication elements (e.g., space, body language, tone, volume).
9. Use notes and outlines.
10. Prepare and practice the presentation in advance.

Language Arts Curriculum

Third Grade

Research

STATE GOAL 5: Use the language arts to acquire, assess and communicate information.

Why This Goal Is Important: To be successful in school and in the world of work, students must be able to use a wide variety of information resources (written, visual and electronic). They must also know how to frame questions for inquiry, identify and organize relevant information and communicate it effectively in a variety of formats. These skills are critical in school across all learning areas and are key to successful career and lifelong learning experiences.

Learning Standard

A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.

Benchmarks

5.A.1a Identify questions and gather information.

5.A.1b Locate information using a variety of resources.

Descriptors

Stage B

5A - Students who meet the standard can locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

1. Begin guided brainstorming to generate questions to gather information.
2. Discuss prior knowledge of topic.
3. Generate questions gained from experiences (e.g., field trip, visitors, stories, discussions) to gather information.
4. Use aids (e.g., KWL, webs, graphic organizers, technology) to locate and present information.
5. Recognize that information is available through an organizational system (e.g., library, media center, classroom resources, available technology).
6. Use text aids (e.g., table of contents, glossary, index, alphabetical order) to locate information in a book.
7. Begin to include facts and details.
8. Provide answers to questions.
9. State and sort necessary information for a project.
10. Express details in complete sentences.

Stage C

5A - Students who meet the standard can locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

1. Generate questions of interest (e.g., using KWL, webs, graphic organizers).
2. Define the focus of the research.
3. Collect information relevant to the topic.
4. Use text aids (e.g., table of contents, glossary, index, alphabetical order) to locate information in a book.
5. Use an organizational system (e.g., media center, classroom resources, available technology) to locate information.
6. Analyze (e.g., categorize, classify, sort, organize, combine) information for a project.

Stage D

5A - Students who meet the standard can locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

1. Formulate questions using aids (e.g., KWL, webs, graphic organizers).
2. Define the focus of the research.
3. Use a variety of sources (e.g., reference books, newspapers, magazines, encyclopedia, interviews, available technology) to collect information relevant to a topic.
 - Recognize criteria for determining credible sources.
 - Use organizational systems to locate information.
 - Use available technology (e.g., menu feature, pull-down menu, word search, icons) to locate information.
 - Use text aids (e.g., table of contents, glossary, captions, chapter heading, index) to locate information.
4. Arrange information in an orderly manner (e.g., outlining, sequencing, graphic organizers).

Learning Standard

B. Analyze and evaluate information acquired from various sources.

Benchmarks

5.B.1a Select and organize information from various sources for a specific purpose.

5.B.1b Cite sources used.

Descriptors

Stage B

5B - Students who meet the standard can analyze and evaluate information acquired from various sources.

1. Formulate questions to define ideas through oral discussion of determined topic.
2. Distinguish between relevant and irrelevant information.
3. Begin to organize ideas to define focus of details (e.g., drawing, telling, developmental writing).

Stage C

5B - Students who meet the standard can analyze and evaluate information acquired from various sources.

1. Use key words to identify relevant information.
2. Discriminate between relevant and irrelevant information.
3. Organize related information under main topics.
4. List title, author, and type of resource (e.g., magazine, book, encyclopedia, website, interviewee) used in research.

Stage D

5B - Students who meet the standard can analyze and evaluate information acquired from various sources.

1. Use organizational features of text and available technology (e.g., glossary, table of contents, indexes, icons, word search) to analyze and evaluate information.
2. Organize related information under main topics.
3. Distinguish between main ideas and supporting details.
4. List sources of information selected for use in project (e.g., title, author, copyright date).

Learning Standard

C. Apply acquired information, concepts and ideas to communicate in a variety of formats.

Benchmarks

5.C.1a Write letters, reports and stories based on acquired information.

5.C.1b Use print, nonprint, human and technological resources to acquire and use information.

Descriptors

Stage B

5C - Students who meet the standard can apply acquired information, concepts and ideas to communicate in a variety of forms.

1. Maintain focus - stay on topic.
2. Access and use books and stories to learn something new about a topic.
3. Use life experiences as sources of information for written reports, letters, and stories.
4. Gather, organize, and share information about a topic.
5. Create a report of ideas (e.g., drawing, using available technology, writing a story, letter, report).
6. Paraphrase information.
7. Summarize information.
8. Develop ideas by using details from pictures, diagrams, maps, and other graphic organizers.

Stage C

5C - Students who meet the standard can apply acquired information, concepts and ideas to communicate in a variety of formats.

1. Access and use information from a variety of sources.
2. Organize and synthesize information.
3. Paraphrase/summarize information.
4. Compose information in an appropriate medium/format.
5. Present information in oral, written, and available technological/multi-media forms.
6. Begin to revise and edit the work.

Stage D

5C - Students who meet the standard can apply acquired information, concepts and ideas to communicate in a variety of formats.

1. Access print, non-print information for written reports, letters, and/or stories.
2. Gather/organize/synthesize information.
3. Develop acquired information by using a recognizable format (e.g., research paper, poem, story, play, letter).
4. Revise and edit the work.

Language Arts Curriculum

Fourth Grade

Reading

GOAL 1: Read with understanding and fluency.

Why This Goal Is Important: Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely build a strong foundation for learning in all areas of life.

Learning Standard

A. Apply word analysis and vocabulary skills to comprehend selections.

Benchmarks

- 1.A.2a** Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations.
- 1.A.2b** Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.

Descriptors

Stage C

1A - Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections.

1. Use phonics to decode new words in age-appropriate material.
2. Use word analysis (root words, inflections, affixes) to identify words.
3. Discuss the meanings of new words encountered in independent and group activities.
4. Use synonyms and antonyms to define words.
5. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
6. Self-monitor reading and use decoding strategies to self-correct miscues.
7. Use context and previous experience to determine the meanings of unfamiliar words in text.
8. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words.

Stage D

1A - Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections.

1. Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words.
2. Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
3. Use synonyms and antonyms to define words.
4. Use word origins to construct the meanings of new words.
5. Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self correct miscues that interfere with meaning.
6. Recognize the difference between denotative and connotative meanings of words.
7. Determine the meaning of a word in context when the word has multiple meanings.
8. Use additional resources (e.g., newspapers, interviews, technological resources) as applicable to clarify meanings of unfamiliar words.

Stage E

1A - Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections.

1. Use a combination of word analysis and vocabulary strategies (e.g., word patterns, structural analyses) within context to identify unknown words.
2. Learn and use root words, prefixes, and suffixes to understand word meanings.
3. Use synonyms and antonyms to define words.
4. Use word origins to construct the meanings of new words.
5. Use root words and context to determine the denotative and connotative meanings of unknown words.
6. Determine the meaning of a word in context when the word has multiple meanings.
7. Identify and interpret common idioms, similes, analogies, and metaphors.
8. Use additional resources (e.g., newspapers, interviews, technological resources) as applicable to clarify meanings of material.

Learning Standard

B. Apply reading strategies to improve understanding and fluency.

Benchmarks

- 1.B.2a** Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas.
- 1.B.2b** Identify structure (e.g., description, compare/contrast, cause and effect, sequence) of nonfiction texts to improve comprehension.
- 1.B.2c** Continuously check and clarify for understanding (e.g., in addition to previous skills, clarify terminology, seek additional information).
- 1.B.2d** Read age-appropriate material aloud with fluency and accuracy.

Descriptors

Stage C

1B - Students who meet the standard can apply reading strategies to improve understanding and fluency.

1. Identify purposes for reading before and during reading.
2. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
3. Use a variety of strategies (e.g., K-W-L, anticipation guide, graphic organizer, DR-TA) to connect important ideas in text to prior knowledge and other reading.
4. Identify explicit main ideas.
5. Make connections from text to text, text to self, text to world.
6. Differentiate between fact and opinion.
7. Identify genres of fiction and non-fiction.
8. Identify genres of poetry.
9. Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
10. Ask questions to clarify understanding.
11. Summarize or retell information from a text.
12. Interpret age-appropriate figurative language.
13. Read age-appropriate material aloud with fluency and accuracy.

Stage D

1B - Students who meet the standard can apply reading strategies to improve understanding and fluency.

1. Set a purpose for reading and adjust as necessary before and during reading.
2. Use self-questioning and teacher questioning to promote active reading.
3. Infer before, during, and after reading.
4. Select and use appropriate strategies according to textual complexities and reader purpose before and during reading.
5. Make connections from text to text, text to self, text to world.
6. Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world.
7. Identify explicit and implicit main ideas.
8. Differentiate between fact and opinion.
9. Infer cause/effect relationships in expository text.
10. Paraphrase/summarize information in a text.
11. Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
12. Critique text using personal reflections and responses.
13. Generalize meanings from figurative language.
14. Apply self-monitoring techniques to adjust rate and utilize various resources according to purposes and materials.
15. Read age-appropriate material aloud with fluency and accuracy.

Stage E

1B - Students who meet the standard can apply reading strategies to improve understanding and fluency.

1. Set a purpose for reading and adjust as necessary before and during reading.

2. Formulate questions to determine meaning based on plot/character, action, or setting.
3. Apply survey strategies (e.g., use of bold print, organization of content, key words, graphics).
4. Make judgments based on prior knowledge during reading.
5. Distinguish between significant and minor details.
6. Connect, clarify, and extend ideas through discussions, activities, and various classroom groupings (e.g., partners, small group, ability levels, interest levels).
7. Identify structure (e.g., description, compare, cause/effect, sequence) of nonfiction text to improve comprehension.
8. Demonstrate understanding of structure through the use of graphic organizers and outlining (e.g., mapping, time lines, Venn diagrams).
9. Apply self-monitoring and self-correcting strategies (e.g., reread, read ahead, use visual and context clues, ask questions, retell, clarify terminology, seek additional information) continuously to clarify understanding during reading.
10. Read age-appropriate material aloud with fluency and accuracy.

Learning Standard

C. Comprehend a broad range of reading materials.

Benchmarks

- 1.C.2a** Use information to form and refine questions and predictions.
- 1.C.2b** Make and support inferences and form interpretations about main themes and topics.
- 1.C.2c** Compare and contrast the content and organization of selections.
- 1.C.2d** Summarize and make generalizations from content and relate to purpose of material.
- 1.C.2e** Explain how authors and illustrators use text and art to express their ideas (e.g., points of view, design hues, metaphor).
- 1.C.2f** Connect information presented in tables, maps and charts to printed or electronic text.

Descriptors

Stage C

- 1C** - Students who meet the standard can comprehend a broad range of reading materials
1. Use evidence in text to form questions and verify predictions.
 2. Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inferring, evaluating).
 3. Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
 4. Identify the message the author conveys in the text.
 5. Make comparisons across reading selections (e.g., themes, topics, story elements).
 6. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.

7. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
8. Explain how authors and illustrators express their ideas.
9. Use information from simple tables, maps, and charts to increase comprehension of a variety of age-appropriate materials, both fiction and nonfiction.
10. Use available technology (e.g., interactive web sites, software, electronic mail).

Stage D

1C - Students who meet the standard can comprehend a broad range of reading materials.

1. Use evidence in text to modify predictions and questions.
2. Use evidence in text to respond to open-ended questions.
3. Use evidence in text to generate and confirm or reject hypotheses.
4. Compare themes, topics, and story elements of various selections by one author.
5. Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
6. Select reading strategies for text appropriate to the reader's purpose.
7. Make generalizations based on relevant information from expository text.
8. Recognize main ideas and secondary ideas in expository text.
9. Paraphrase/summarize narrative text according to text structure.
10. Recognize how illustrations reflect, interpret, and enhance the text.
11. Recognize similarities and differences when presented with varying styles or points of view.
12. Apply information obtained from age-appropriate fiction and nonfiction materials to simple tables, maps, and charts.
13. Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
14. Develop familiarity with available electronic literary forms (e.g., interactive web sites, interactive software, electronic mail).

Stage E

1C - Students who meet the standard can comprehend a broad range of reading materials.

1. Use evidence in text to form and refine questions, predictions, and hypotheses.
2. Ask open-ended questions.
3. Identify evidence for inferences and interpretations based on text combined with prior knowledge.
4. Compare the content and organization (e.g., themes, topics, text structure, story elements) of various selections.
5. Recognize similarities/ differences of varying styles or points of view.
6. Select reading strategies for text appropriate to the reader's purpose.
7. Synthesize key points (ideas) and supporting details to form conclusions.
8. Interpret imagery and figurative language (e.g., alliteration, metaphor, simile, personification).
9. Explain how authors and illustrators use text and art to express their ideas (e.g., points of view, design hues, metaphors).
10. Show examples of cultural styles in art to enhance meaning and comprehension as done by different illustrators.

11. Interpret information from tables, maps, visual aids, and charts to enhance understanding of text.
12. Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.

Language Arts Curriculum

Fourth Grade

Literature

GOAL 2: Read and understand literature representative of various societies, eras

Why This Goal Is Important: Literature transmits ideas, reflects societies and eras and expresses the human imagination. It brings understanding, enrichment and joy. Appreciating literature and recognizing its many forms enable students to learn and respond to ideas, issues, perspectives and actions of others. Literature study includes understanding the structure and intent of a short poem or a long, complex book. By exploring the techniques that authors use to convey messages and evoke responses, students connect literature to their own lives and daily experiences.

Learning Standard

A. Understand how literary elements and techniques are used to convey meaning.

Benchmarks

- 2.A.2a** Identify literary elements and literary techniques (e.g., characterization, use of narration, use of dialogue) in a variety of literary works.
- 2.A.2b** Describe how literary elements (e.g., theme, character, setting, plot, tone, conflict) are used in literature to create meaning.
- 2.A.2c** Identify definitive features of literary forms (e.g., realistic fiction, historical fiction, fantasy, narrative, nonfiction, biography, plays, electronic literary forms).

Descriptors

Stage C

2A - Students who meet the standard can understand how literary elements and techniques are used to convey meaning.

1. Identify the theme (e.g., friendship, cooperation, sharing, change, exploration) in selected stories and books.
2. Identify the setting and tell how it affects the story.
3. Identify the elements of plot by retelling the story (i.e., problem, attempts to solve problem, or resolution of problem).
4. Identify/compare characters' attributes across stories.
5. Define unfamiliar vocabulary.
6. Name several characteristics that distinguish fiction from nonfiction.
7. Classify major types of fiction (e.g., tall tale, fairy tale, fable).
8. Classify major types of nonfiction (e.g., essay, biography, autobiography).
9. Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
10. Recognize that prose is written in sentences and organized in paragraphs.
11. Recognize both rhymed and unrhymed poetry.

12. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).

Stage D

2A - Students who meet the standard can understand how literary elements and techniques are used to convey meaning.

1. Read a wide range of fiction.
2. Identify and compare themes or messages in various selections.
3. Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of works by a variety of authors from different times and cultures.
4. Identify and discuss the elements of plot and subplot.
5. Identify/compare characters' attributes and motives.
6. Make inferences about character traits and check text for verification.
7. Analyze unfamiliar vocabulary.
8. Identify metaphor, simile, onomatopoeia, and hyperbole in text.
9. Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems).
10. Identify rhythm and rhyme in original work.
11. Identify poetic devices (e.g., alliteration, assonance, consonance, onomatopoeia, rhyme scheme).

Stage E

2A - Students who meet the standard can understand how literary elements and techniques are used to convey meaning.

1. Read a wide range of fiction.
2. Identify literary elements and techniques in literary genres (e.g., fables, biographies, historical fiction) and tell how they affect the story.
3. Predict how the story might be different if the author changed literary elements or techniques (e.g., dialect, setting, vocabulary).
4. Explain how a technique or element affects the events or characterization in a literary work.
5. Make inferences about character traits and check text for verification.
6. Analyze the use of unfamiliar vocabulary.
7. Use comprehension strategies (e.g., association, categorization, graphic organizers) to enhance understanding.
8. Identify ways in which fiction and nonfiction works are organized differently.

Learning Standard

B. Read and interpret a variety of literary works.

Benchmarks

2.B.2a Respond to literary material by making inferences, drawing conclusions and comparing it to their own experience, prior knowledge and other texts.

2.B.2b Identify and explain themes that have been explored in literature from different societies and eras.

- 2.B.2c** Relate literary works and their characters, settings and plots to current and historical events, people and perspectives.

Descriptors

Stage C

2B - Students who meet the standard can read and interpret a variety of literary works.

1. Apply events and situations in both fiction and nonfiction to personal experiences.
2. Investigate literature from a variety of time periods/ cultures/genres.
3. Compare works by the same author.
4. Discuss works that have a common theme.
5. Re-enact/role play/retell (e.g., stories, songs, poems, plays).
6. Support plausible interpretations with evidence from the text.

Stage D

2B - Students who meet the standard can read and interpret a variety of literary works.

1. Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
2. Support an interpretation by citing the text.
3. Compare works by the same author.
4. Analyze several works that have a common theme.
5. Read a wide range of nonfiction (e.g., books, newspapers, magazines, textbooks, visual media).
6. Support plausible interpretations with evidence from the text.

Stage E

2B - Students who meet the standard can read and interpret a variety of literary works.

1. Create an extension to a literary text (e.g., alternate ending, additional dialog for a character).
2. Make inferences, draw conclusions, and make connections from text to text, text to self, and text to world.
3. Analyze and remedy difficulties in comprehension (e.g., questioning, rephrasing, analyzing).
4. Compare ideas from texts representing a variety of times and cultures.
5. Make inferences and draw conclusions about contexts, events, character, and settings.
6. Read a wide range of nonfiction (e.g., books, newspapers, magazines, textbooks, visual media).
7. Support plausible interpretations with evidence from the text.

Language Arts Curriculum

Fourth Grade

Writing

STATE GOAL 3: Write to communicate for a variety of purposes.

Why This Goal Is Important: The ability to write clearly is essential to any person's effective communications. Students with high-level writing skills can produce documents that show planning and organization and effectively convey the intended message and meaning. Clear writing is critical to employment and production in today's world. Individuals must be capable of writing for a variety of audiences in differing styles, including standard rhetoric themes, business letters and reports, financial proposals and technical and professional communications. Students should be able to use word processors and computers to enhance their writing proficiency and improve their career opportunities.

Learning Standard

A. Use correct grammar, spelling, punctuation, capitalization and structure.

Benchmark

3.A.2 Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization and punctuation.

Descriptors

Stage C

3A - Students who meet the standard can use correct grammar, spelling, punctuation, capitalization and structure.

1. Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
2. Construct complete sentences.
3. Demonstrate subject-verb agreement.
4. Use end marks, commas, and quotation marks.
5. Use appropriate capitalization.
6. Use appropriate punctuation.
7. Use correct spelling of high frequency words.
8. Use knowledge of letter-sound relationships to spell unfamiliar words.
9. Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
10. Proofread and revise one's own work.

Stage D

3A - Students who meet the standard can use correct grammar, spelling, punctuation, capitalization and structure.

1. Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details, summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative, exclamatory).
2. Demonstrate subject/verb agreement.
3. Use appropriate capitalization.
4. Use appropriate punctuation.
5. Use correct spelling of appropriate high frequency words.
6. Demonstrate progression from phonetic to conventional spelling of words.
7. Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective, adverb).
8. Proofread one's own work and the work of others and revise accordingly.

Stage E

2B - Students who meet the standard can read and interpret a variety of literary works.

1. Write paragraphs that include a variety of sentence types (i.e., declarative, interrogative, exclamatory, imperative).
2. Develop multi-paragraph compositions that include an introduction, first and second level support, and a conclusion.
3. Use a variety of sentence structures (e.g., simple, compound).
4. Use basic transition words to connect ideas.
5. Proofread for correct English conventions.
6. Demonstrate appropriate use of various parts of speech.

Learning Standard

B. Compose well-organized and coherent writing for specific purposes and audiences.

Benchmarks

- 3.B.2a** Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).
- 3.B.2b** Establish central idea, organization, elaboration and unity in relation to purpose and audience.
- 3.B.2c** Expand ideas by using modifiers, subordination and standard paragraph organization.
- 3.B.2d** Edit documents for clarity, subjectivity, pronoun-antecedent agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.

Descriptors

Stage C

3B - Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.

1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to generate and organize ideas with teacher assistance.

2. Establish and maintain a focus.
3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
5. Use basic transitions to connect ideas.
6. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
7. Revise and edit (e.g., conference with self, peer, volunteer, teacher).

Stage D

3B - Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.

1. Use prewriting strategies to choose a topic and generate ideas (e.g., webbing, brainstorming, listing, note taking, outlining, drafting, graphic organizers) with limited teacher assistance.
2. Compose topic sentence; establish and maintain a focus.
3. Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and context.
4. Use basic transitions to connect ideas.
5. Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
6. Use adjectives and adverbs to enrich written language.
7. Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
8. Revise and edit (e.g., conference with self, peer, volunteer, teacher).

Stage E

3B - Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.

1. Use prewriting strategies to choose a topic and generate ideas (e.g., webbing, brainstorming, listing, note taking, outlining, drafting, graphic organizers).
2. Establish and maintain a focus.
3. Develop a topic sentence that is supported with details.
4. Organize a coherent structure appropriate to purpose (i.e., narration, exposition, persuasion), audience, and context using paragraphs and transition words.
5. Use appropriate transition words to connect ideas.
6. Elaborate ideas through facts, details, description, reasons, narration.
7. Use adjectives, adverbs, and prepositional phrases to enrich written language.
8. Revise and edit (e.g., conference with self, peer, volunteer, teacher).

Learning Standard

C. Communicate ideas in writing to accomplish a variety of purposes.

Benchmarks

3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).

3.C.2b Produce and format compositions for specified audiences using available technology.

Descriptors

Stage C

3C - Students who meet the standard can communicate ideas in writing to accomplish a variety of purposes.

1. Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion).
2. Use available technology to plan, compose, revise, and edit written work.
3. Experiment with different forms of creative writing (e.g., song, poetry, short fiction, play).

Stage D

3C - Students who meet the standard can communicate ideas in writing to accomplish a variety of purposes.

1. Use appropriate language, detail, and format for a specified audience.
2. Use the characteristics of a well-developed narrative, expository, and persuasive piece.
3. Write creatively for a specified purpose and audience (e.g., short story, poetry, play, rap, parody).
4. Write friendly letters.
5. Use available technology to design, produce, and present compositions and multimedia works.

Stage E

3C - Students who meet the standard can communicate ideas in writing to accomplish a variety of purposes.

1. Use appropriate language, detail, and format for a specified audience.
2. Use the characteristics of a well-developed narrative, expository, and persuasive piece.
3. Write creatively for a specified purpose and audience (e.g., short story, poetry, directions, song, friendly letter).
4. Use available technology to design, produce, and present compositions and multimedia works.
5. Compose a multi-paragraph piece which presents one position of an issue that offers sufficient support.

Language Arts Curriculum

Fourth Grade

Listening and Speaking

GOAL 4: Listen and speak effectively in a variety of situations.

Why This Goal Is Important: Of all the language arts, listening and speaking are those most often used on a daily basis at home, school and work or in the community. Skill in speaking is universally recognized as a primary indicator of a person's knowledge, skill and credibility. In person, by phone or through video, good listening and speaking skills are essential to sending, receiving and understanding messages. To understand messages spoken by others, students must be able to listen carefully, using specific techniques to clarify what they have heard. For speaking properly and making messages understood, grammar, sentence structure, tone, expression and emphasis must be part of students' repertoires.

Learning Standard

A. Listen effectively in formal and informal situations.

Benchmarks

- 4.A.2a** Demonstrate understanding of the listening process (e.g., sender, receiver, message) by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations.
- 4.A.2b** Ask and respond to questions related to oral presentations and messages in small and large group settings.
- 4.A.2c** Restate and carry out a variety of oral instructions.

Descriptors

Stage C

4A - Students who meet the standard can listen effectively in formal and informal situations.

1. Attend to the speaker and focus attention on what is being said.
2. Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
3. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction).
4. Separate and retell main ideas from information that is given orally.
5. Formulate relevant and focused questions.
6. Respond in an appropriate manner to questions and discussion with relevant and focused comments.
7. Complete a task for which two or more steps are given orally.

8. Begin to paraphrase and summarize the content of both formal and informal presentations or messages (e.g., directions, media, announcements, speakers).
9. Demonstrate understanding of materials, concepts, or instructions presented in auditory based media.
10. Paraphrase/summarize information presented in auditory based media.

Stage D

4A - Students who meet the standard can listen effectively in formal and informal situations.

1. Begin to assess the situation and determine, with limited direction from the teacher, the appropriate level of focus.
2. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction).
3. Record appropriate notes from content of a formal presentation.
4. Paraphrase and summarize the content of both formal and informal presentations or messages (e.g., directions, announcements, conversations, speakers, media presentations).
5. Distinguish between and formulate questions that are based on facts and those that are based on inferences and opinions.
6. Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative learning groups, class discussions, guest speakers, debates, assemblies).
7. Demonstrate comprehension by repeating or paraphrasing and executing a simple set of directions.

Stage E

4A - Students who meet the standard can listen effectively in formal and informal situations.

1. Evaluate the situation and assume appropriate listening mode.
2. Record appropriate notes from presentation.
3. Distinguish between nonverbal and verbal messages.
4. Separate main ideas from supporting facts and details.
5. Paraphrase and summarize the content of a formal/informal spoken presentation or message (e.g., classroom or assembly speakers, media presentations, student reports or speeches, classroom debates).
6. Formulate relevant and focused questions and comments based upon the content of a presentation and a variety of audiences or groups for authentic purposes (e.g., classroom and school government meetings, cooperative group learning and problem-based learning interactions).
7. Modify, control, and block out distractions.
8. Paraphrase or repeat and execute multi-stepped directions.

Learning Standard

B. Speak effectively using language appropriate to the situation and audience.

Benchmarks

- 4.B.2a** Present oral reports to an audience using correct language and nonverbal expressions for the intended purpose and message within a suggested organizational format
- 4.B.2b** Use speaking skills and procedures to participate in group discussions.
- 4.B.2c** Identify methods to manage or overcome communication anxiety and apprehension (e.g., topic outlines, repetitive practice).
- 4.B.2d** Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.

Descriptors

Stage C

4B - Students who meet the standard can speak effectively using language appropriate to the situation and audience.

1. Demonstrate awareness of characteristics of an audience (e.g., age, gender, background knowledge, level of interest in topic) and how they affect content and style of presentation.
2. Determine the purpose of the oral report.
3. Select appropriate topic.
4. Use language that is clear, audible, and appropriate.
5. Use appropriate grammar, word choice, and pacing.
6. Establish and maintain a focus.
7. Present ideas in a logical order.
8. Elaborate upon main points with supporting details.
9. Prepare and practice the presentation.
10. Engage and maintain the interest of the listener.
11. Use rules governing spoken English.
12. Use appropriate presentation techniques (e.g., volume, rate, tone, pitch).
13. Contribute relevant, appropriate information to discussions.
14. Demonstrate respect for other participants and their ideas.

Stage D

4B - Students who meet the standard can speak effectively using language appropriate to the situation and audience.

1. Demonstrate awareness of characteristics of an audience and how they affect content and style of presentation.
2. Distinguish among oral presentations intended to inform, to entertain, and to persuade.
3. Organize information for the purposes of informing, entertaining, and persuading.
4. Use language that is clear, audible, and appropriate.
5. Use appropriate grammar, word choice, and pacing.
6. Use details to elaborate and develop main ideas for purposes of informing, entertaining, and persuading.
7. Adapt language to audience and purpose.

8. Distinguish between positive and negative verbal and nonverbal communication elements (e.g., space, body language, tone, volume).
9. Use notes and outlines.
10. Prepare and practice the presentation in advance.
11. Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).

Stage E

4B - Students who meet the standard can speak effectively using language appropriate to the situation and audience.

1. Analyze characteristics of one's audience and prepare appropriate presentations.
2. Identify and demonstrate different traits of oral presentations intended to inform, to entertain, and to persuade.
3. Use details to elaborate and develop main ideas for purposes of informing, entertaining, and persuading.
4. Use language that is clear, audible, and appropriate.
5. Use appropriate grammar, word choice, and pacing.
6. Use appropriate verbal and nonverbal communication elements (e.g., appropriate space, body language, pleasant tone, rate, volume).
7. Use notes and outlines.
8. Prepare and practice the presentation to fit within a given time limit.
9. Use notes and outlines.
10. Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
11. Identify and use discussion techniques to arrive at a consensus of opinion.

Language Arts Curriculum

Fourth Grade

Research

GOAL 5: Use the language arts to acquire, assess and communicate information.

Why This Goal Is Important: To be successful in school and in the world of work, students must be able to use a wide variety of information resources (written, visual and electronic). They must also know how to frame questions for inquiry, identify and organize relevant information and communicate it effectively in a variety of formats. These skills are critical in school across all learning areas and are key to successful career and lifelong learning experiences.

Learning Standard

A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.

Benchmarks

5.A.2a Formulate questions and construct a basic research plan.

5.A.2b Organize and integrate information from a variety of sources (e.g., books, interviews, library reference materials, web- sites, CD/ROMs).

Descriptors

Stage C

5A - Students who meet the standard can locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

1. Generate questions of interest (e.g., using KWL, webs, graphic organizers).
2. Define the focus of the research.
3. Collect information relevant to the topic.
4. Use text aids (e.g., table of contents, glossary, index, alphabetical order) to locate information in a book.
5. Use an organizational system (e.g., media center, classroom resources, available technology) to locate information.
6. Analyze (e.g., categorize, classify, sort, organize, combine) information for a project.

Stage D

5A - Students who meet the standard can locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

1. Formulate questions using aids (e.g., KWL, webs, graphic organizers).
2. Define the focus of the research.

3. Use a variety of sources (e.g., reference books, newspapers, magazines, encyclopedia, interviews, available technology) to collect information relevant to a topic.
 - Recognize criteria for determining credible sources.
 - Use organizational systems to locate information.
 - Use available technology (e.g., menu feature, pull-down menu, word search, icons) to locate information.
 - Use text aids (e.g., table of contents, glossary, captions, chapter heading, index) to locate information.
4. Arrange information in an orderly manner (e.g., outlining, sequencing, graphic organizers).

Stage E

5A - Students who meet the standard can locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

1. Generate questions of interest and narrow the focus of research.
2. Develop hypotheses based on prior knowledge.
3. Gather information based on a hypothesis (e.g., note taking).
 - Identify and use (with limited support) a variety of sources (e.g., reference books, magazines, interviews).
 - Recognize criteria for determining credible sources.
 - Determine appropriate resources.
4. Compare (with limited support) information from a variety of sources.
5. Arrange information in an orderly manner (e.g., outlining, sequencing, graphic organizers).
6. Design a research plan and prepare a project.

Learning Standard

B. Analyze and evaluate information acquired from various sources.

Benchmarks

5.B.2a Determine the accuracy, currency and reliability of materials from various sources.

5.B.2a Determine the accuracy, currency and reliability of materials from various sources.

Descriptors

Stage C

5B - Students who meet the standard can analyze and evaluate information acquired from various sources.

1. Use key words to identify relevant information.
2. Discriminate between relevant and irrelevant information.
3. Organize related information under main topics.
4. List title, author, and type of resource (e.g., magazine, book, encyclopedia, website, interviewee) used in research.

Stage D

5B - Students who meet the standard can analyze and evaluate information acquired from various sources.

1. Use organizational features of text and available technology (e.g., glossary, table of contents, indexes, icons, word search) to analyze and evaluate information.
2. Organize related information under main topics.
3. Distinguish between main ideas and supporting details.
4. List sources of information selected for use in project (e.g., title, author, copyright date).

Stage E

5B - Students who meet the standard can analyze and evaluate information acquired from various sources.

1. Analyze information from primary print and non-print sources.
2. Evaluate information from various sources by applying a set of criteria (e.g., accuracy, timeliness, reliability).
3. Use information from footnotes, illustrations, diagrams, charts, and graphs.
4. Identify relevant primary and secondary sources.
5. Recognize the purpose of a bibliography.
6. Develop a bibliography using a simple, acceptable form.

Learning Standard

C. Apply acquired information, concepts and ideas to communicate in a variety of formats.

Benchmarks

5.C.2a Create a variety of print and nonprint documents to communicate acquired information for specific audiences and purposes.

5.C.2b Prepare and deliver oral presentations based on inquiry or research.

Descriptors

Stage C

5C - Students who meet the standard can apply acquired information, concepts and ideas to communicate in a variety of formats.

1. Access and use information from a variety of sources.
2. Organize and synthesize information.
3. Paraphrase/summarize information.
4. Compose information in an appropriate medium/format.
5. Present information in oral, written, and available technological/multi-media forms.
6. Begin to revise and edit the work.

Stage D

5C - Students who meet the standard can apply acquired information, concepts and ideas to communicate in a variety of formats.

1. Access print, non-print information for written reports, letters, and/or stories.

2. Gather/organize/synthesize information.
3. Develop acquired information by using a recognizable format (e.g., research paper, poem, story, play, letter).
4. Revise and edit the work.

Stage E

5C - Students who meet the standard can apply acquired information, concepts and ideas to communicate in a variety of formats.

1. Select an appropriate format to accommodate characteristics of audiences (e.g., age, background, interest level, group size) and purposes of the presentation (e.g., inform, persuade, entertain).
2. Use text, graphic materials, or visual aids to present information (e.g., charts, written reports, banners, maps, models, artifacts, student-created games, multimedia).
3. Communicate in an appropriate format, information that was gathered by either inquiry or research (e.g., interviews, surveys, software presentations).
4. Revise/edit the work.

Language Arts Curriculum

Fifth Grade

Reading

GOAL 1: Read with understanding and fluency.

Why This Goal Is Important: Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely build a strong foundation for learning in all areas of life.

Learning Standard

A. Apply word analysis and vocabulary skills to comprehend selections.

Benchmarks

- 1.A.2a** Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations.
- 1.A.2b** Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.

Descriptors

Stage D

1A - Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections.

1. Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words.
2. Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
3. Use synonyms and antonyms to define words.
4. Use word origins to construct the meanings of new words.
5. Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self correct miscues that interfere with meaning.
6. Recognize the difference between denotative and connotative meanings of words.
7. Determine the meaning of a word in context when the word has multiple meanings.
8. Use additional resources (e.g., newspapers, interviews, technological resources) as applicable to clarify meanings of unfamiliar words.

Stage E

1A - Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections.

1. Use a combination of word analysis and vocabulary strategies (e.g., word patterns, structural analyses) within context to identify unknown words.
2. Learn and use root words, prefixes, and suffixes to understand word meanings.
3. Use synonyms and antonyms to define words.
4. Use word origins to construct the meanings of new words.
5. Use root words and context to determine the denotative and connotative meanings of unknown words.
6. Determine the meaning of a word in context when the word has multiple meanings.
7. Identify and interpret common idioms, similes, analogies, and metaphors.
8. Use additional resources (e.g., newspapers, interviews, technological resources) as applicable to clarify meanings of material.

Stage F

1A - Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections.

1. Identify and apply appropriate word analysis and vocabulary strategies (e.g., word patterns, structural analyses) to identify unfamiliar words.
2. Use prefixes, suffixes, and root words to understand word meanings.
3. Use synonyms and antonyms to express the implied meaning of a new word.
4. Determine the meaning of words in context using denotation and connotation strategies.
5. Identify and interpret idioms, similes, analogies, and metaphors to express implied meanings of words.
6. Use etymologies to construct the meanings of new words.
7. Apply appropriate word analysis, vocabulary, and contextual clues to determine the meaning of unfamiliar words across a range of subjects.
8. Recognize literary devices (e.g., figurative language, description, dialogue) in text.

Learning Standard

B. Apply reading strategies to improve understanding and fluency.

Benchmarks

- 1.B.2a** Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas.
- 1.B.2b** Identify structure (e.g., description, compare/contrast, cause and effect, sequence) of nonfiction texts to improve comprehension.
- 1.B.2c** Continuously check and clarify for understanding (e.g., in addition to previous skills, clarify terminology, seek additional information).
- 1.B.2d** Read age-appropriate material aloud with fluency and accuracy.

Descriptors

Stage D

1B - Students who meet the standard can apply reading strategies to improve understanding and fluency.

1. Set a purpose for reading and adjust as necessary before and during reading.
2. Use self-questioning and teacher questioning to promote active reading.
3. Infer before, during, and after reading.
4. Select and use appropriate strategies according to textual complexities and reader purpose before and during reading.
5. Make connections from text to text, text to self, text to world.
6. Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world.
7. Identify explicit and implicit main ideas.
8. Differentiate between fact and opinion.
9. Infer cause/effect relationships in expository text.
10. Paraphrase/summarize information in a text.
11. Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
12. Critique text using personal reflections and responses.
13. Generalize meanings from figurative language.
14. Apply self-monitoring techniques to adjust rate and utilize various resources according to purposes and materials.
15. Read age-appropriate material aloud with fluency and accuracy.

Stage E

1B - Students who meet the standard can apply reading strategies to improve understanding and fluency.

1. Read age-appropriate material aloud with fluency and accuracy.
2. Use skimming to preview reading materials and scanning to detect major visual patterns and identify text structure before reading.
3. Identify author's ideas and purposes.
4. Build and support plausible interpretations with evidence from the text through collaboration with others.
5. Make connections to real world situations or related topics before and during reading.
6. Identify main plot elements, conflicts, and themes in a variety of texts.
7. Distinguish between significant and minor details.
8. Connect and clarify main ideas and concepts, and identify their relationship to other sources and topics.
9. Demonstrate an accurate understanding of important information in the text by focusing on the key ideas presented explicitly or implicitly.
10. Demonstrate understanding of structure through the use of graphic organizers and outlining (e.g., mapping, time lines, Venn diagrams).
11. Apply survey strategies (e.g., use of bold print, organization of content, key words, graphics).
12. Summarize ideas from text to make and defend accurate inferences about character traits and motivations.
13. Interpret the meaning of figurative language in a variety of texts.

14. Evaluate new information and hypotheses by comparing them to known information and ideas.
15. Apply self-monitoring and self-correcting strategies during reading to check and clarify for understanding.
16. Read aloud fluently (with expression, accuracy, and appropriate speed).
17. Develop creative interpretations of reading.
18. Select and read books for recreation.

Stage F

1B - Students who meet the standard can apply reading strategies to improve understanding and fluency.

1. Identify and apply appropriate word analysis and vocabulary strategies (e.g., word patterns, structural analyses) to identify unfamiliar words.
2. Use prefixes, suffixes, and root words to understand word meanings.
3. Use synonyms and antonyms to express the implied meaning of a new word.
4. Determine the meaning of words in context using denotation and connotation strategies.
5. Identify and interpret idioms, similes, analogies, and metaphors to express implied meanings of words.
6. Use etymologies to construct the meanings of new words.
7. Apply appropriate word analysis, vocabulary, and contextual clues to determine the meaning of unfamiliar words across a range of subjects.
8. Recognize literary devices (e.g., figurative language, description, dialogue) in text.

Learning Standard

C. Comprehend a broad range of reading materials.

Benchmarks

- 1.C.2a** Use information to form and refine questions and predictions.
- 1.C.2b** Make and support inferences and form interpretations about main themes and topics.
- 1.C.2c** Compare and contrast the content and organization of selections.
- 1.C.2d** Summarize and make generalizations from content and relate to purpose of material.
- 1.C.2e** Explain how authors and illustrators use text and art to express their ideas (e.g., points of view, design hues, metaphor).
- 1.C.2f** Connect information presented in tables, maps and charts to printed or electronic text.

Descriptors

Stage D

1C - Students who meet the standard can comprehend a broad range of reading materials.

1. Use evidence in text to modify predictions and questions.
2. Use evidence in text to respond to open-ended questions.

3. Use evidence in text to generate and confirm or reject hypotheses.
4. Compare themes, topics, and story elements of various selections by one author.
5. Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
6. Select reading strategies for text appropriate to the reader's purpose.
7. Make generalizations based on relevant information from expository text.
8. Recognize main ideas and secondary ideas in expository text.
9. Paraphrase/summarize narrative text according to text structure.
10. Recognize how illustrations reflect, interpret, and enhance the text.
11. Recognize similarities and differences when presented with varying styles or points of view.
12. Apply information obtained from age-appropriate fiction and nonfiction materials to simple tables, maps, and charts.
13. Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
14. Develop familiarity with available electronic literary forms (e.g., interactive web sites, interactive software, electronic mail).

Stage E

1C - Students who meet the standard can comprehend a broad range of reading materials.

1. Use evidence in text to form and refine questions, predictions, and hypotheses.
2. Ask open-ended questions.
3. Identify evidence for inferences and interpretations based on text combined with prior knowledge.
4. Compare the content and organization (e.g., themes, topics, text structure, story elements) of various selections.
5. Recognize similarities/ differences of varying styles or points of view.
6. Select reading strategies for text appropriate to the reader's purpose.
7. Synthesize key points (ideas) and supporting details to form conclusions.
8. Interpret imagery and figurative language (e.g., alliteration, metaphor, simile, personification).
9. Explain how authors and illustrators use text and art to express their ideas (e.g., points of view, design hues, metaphors).
10. Show examples of cultural styles in art to enhance meaning and comprehension as done by different illustrators.
11. Interpret information from tables, maps, visual aids, and charts to enhance understanding of text.
12. Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.

Stage F

1C - Students who meet the standard can comprehend a broad range of reading materials.

1. Use skimming to preview reading materials and scanning to detect major visual patterns and identify text structure before reading.
2. Identify author's ideas and purposes.

3. Build and support plausible interpretations with evidence from the text through collaboration with others.
4. Make connections to real world situations or related topics before and during reading.
5. Identify main plot elements, conflicts, and themes in a variety of texts.
6. Distinguish between significant and minor details.
7. Connect and clarify main ideas and concepts, and identify their relationship to other sources and topics.
8. Demonstrate an accurate understanding of important information in the text by focusing on the key ideas presented explicitly or implicitly.
9. Demonstrate understanding of structure through the use of graphic organizers and outlining (e.g., mapping, time lines, Venn diagrams).
10. Apply survey strategies (e.g., use of bold print, organization of content, key words, graphics).
11. Summarize ideas from text to make and defend accurate inferences about character traits and motivations.
12. Interpret the meaning of figurative language in a variety of texts.
13. Evaluate new information and hypotheses by comparing them to known information and ideas.
14. Apply self-monitoring and self-correcting strategies during reading to check and clarify for understanding.
15. Read aloud fluently (with expression, accuracy, and appropriate speed).
16. Develop creative interpretations of reading.
17. Select and read books for recreation.

Language Arts Curriculum

Fifth Grade

Literature

GOAL 2: Read and understand literature representative of various societies, eras and ideas.

Why This Goal Is Important: Literature transmits ideas, reflects societies and eras and expresses the human imagination. It brings understanding, enrichment and joy. Appreciating literature and recognizing its many forms enable students to learn and respond to ideas, issues, perspectives and actions of others. Literature study includes understanding the structure and intent of a short poem or a long, complex book. By exploring the techniques that authors use to convey messages and evoke responses, students connect literature to their own lives and daily experiences.

Learning Standard

A. Understand how literary elements and techniques are used to convey meaning.

Benchmarks

- 2.A.2a** Identify literary elements and literary techniques (e.g., characterization, use of narration, use of dialogue) in a variety of literary works.
- 2.A.2b** Describe how literary elements (e.g., theme, character, setting, plot, tone, conflict) are used in literature to create meaning.
- 2.A.2c** Identify definitive features of literary forms (e.g., realistic fiction, historical fiction, fantasy, narrative, nonfiction, biography, plays, electronic literary forms).

Descriptors

Stage D

2A - Students who meet the standard can understand how literary elements and techniques are used to convey meaning.

1. Set a purpose for reading and adjust as necessary before and during reading.
2. Use self-questioning and teacher questioning to promote active reading.
3. Infer before, during, and after reading.
4. Select and use appropriate strategies according to textual complexities and reader purpose before and during reading.
5. Make connections from text to text, text to self, text to world.
6. Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world.
7. Identify explicit and implicit main ideas.
8. Differentiate between fact and opinion.
9. Infer cause/effect relationships in expository text.

10. Paraphrase/summarize information in a text.
11. Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
12. Critique text using personal reflections and responses.
13. Generalize meanings from figurative language.
14. Apply self-monitoring techniques to adjust rate and utilize various resources according to purposes and materials.
15. Read age-appropriate material aloud with fluency and accuracy.

Stage E

2A - Students who meet the standard can comprehend a broad range of reading materials.

1. Use evidence in text to form and refine questions, predictions, and hypotheses.
2. Ask open-ended questions.
3. Identify evidence for inferences and interpretations based on text combined with prior knowledge.
4. Compare the content and organization (e.g., themes, topics, text structure, story elements) of various selections.
5. Recognize similarities/ differences of varying styles or points of view.
6. Select reading strategies for text appropriate to the reader's purpose.
7. Synthesize key points (ideas) and supporting details to form conclusions.
8. Interpret imagery and figurative language (e.g., alliteration, metaphor, simile, personification).
9. Explain how authors and illustrators use text and art to express their ideas (e.g., points of view, design hues, metaphors).
10. Show examples of cultural styles in art to enhance meaning and comprehension as done by different illustrators.
11. Interpret information from tables, maps, visual aids, and charts to enhance understanding of text.
12. Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.

Stage F

2A - Students who meet the standard can comprehend a broad range of reading materials.

1. Use skimming to preview reading materials and scanning to detect major visual patterns and identify text structure before reading.
2. Identify author's ideas and purposes.
3. Build and support plausible interpretations with evidence from the text through collaboration with others.
4. Make connections to real world situations or related topics before and during reading.
5. Identify main plot elements, conflicts, and themes in a variety of texts.
6. Distinguish between significant and minor details.
7. Connect and clarify main ideas and concepts, and identify their relationship to other sources and topics.
8. Demonstrate an accurate understanding of important information in the text by focusing on the key ideas presented explicitly or implicitly.

9. Demonstrate understanding of structure through the use of graphic organizers and outlining (e.g., mapping, time lines, Venn diagrams).
10. Apply survey strategies (e.g., use of bold print, organization of content, key words, graphics).
11. Summarize ideas from text to make and defend accurate inferences about character traits and motivations.
12. Interpret the meaning of figurative language in a variety of texts.
13. Evaluate new information and hypotheses by comparing them to known information and ideas.
14. Apply self-monitoring and self-correcting strategies during reading to check and clarify for understanding.
15. Read aloud fluently (with expression, accuracy, and appropriate speed).
16. Develop creative interpretations of reading.
17. Select and read books for recreation.

Learning Standard

B. Read and interpret a variety of literary works.

Benchmarks

- 2.B.2a** Respond to literary material by making inferences, drawing conclusions and comparing it to their own experience, prior knowledge and other texts.
- 2.B.2b** Identify and explain themes that have been explored in literature from different societies and eras.
- 2.B.2c** Relate literary works and their characters, settings and plots to current and historical events, people and perspectives.

Descriptors

Stage D

2B - Students who meet the standard can read and interpret a variety of literary works.

1. Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
2. Support an interpretation by citing the text.
3. Compare works by the same author.
4. Analyze several works that have a common theme.
5. Read a wide range of nonfiction (e.g., books, newspapers, magazines, textbooks, visual media).
6. Support plausible interpretations with evidence from the text.

Stage E

2B - Students who meet the standard can read and interpret a variety of literary works.

1. Create an extension to a literary text (e.g., alternate ending, additional dialog for a character).
2. Make inferences, draw conclusions, and make connections from text to text, text to self, and text to world.

3. Analyze and remedy difficulties in comprehension (e.g., questioning, rephrasing, analyzing).
4. Compare ideas from texts representing a variety of times and cultures.
5. Make inferences and draw conclusions about contexts, events, character, and settings.
6. Read a wide range of nonfiction (e.g., books, newspapers, magazines, textbooks, visual media).
7. Support plausible interpretations with evidence from the text.

Stage F

2B - Students who meet the standard can read and interpret a variety of literary works.

1. Confirm, reject and modify questions, predictions, and hypotheses based on evidence in text.
2. Use relevant and accurate references, most of which are specific and fully supported to make generalizations from content.
3. Ask and respond to open-ended questions.
4. Compare the theme, topic, text structure, and story elements of various selections within a content area.
5. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
6. Select reading strategies for text appropriate to the reader's purpose.
7. Recognize how reader response is related to text interpretation.
8. Identify the author's controlling idea/thesis.
9. Interpret imagery and figurative language (e.g., alliteration, metaphor, simile, personification).
10. Explain how illustrators use art to express their ideas.
11. Recognize how illustrations from various cultures reflect, interpret, and enhance the text.
12. Recognize the influence media (e.g., television, film) can have on the reader's point of view concerning fiction materials.
13. Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.

Language Arts Curriculum

Fifth Grade

Writing

STATE GOAL 3: Write to communicate for a variety of purposes.

Why This Goal Is Important: The ability to write clearly is essential to any person's effective communications. Students with high-level writing skills can produce documents that show planning and organization and effectively convey the intended message and meaning. Clear writing is critical to employment and production in today's world. Individuals must be capable of writing for a variety of audiences in differing styles, including standard rhetoric themes, business letters and reports, financial proposals and technical and professional communications. Students should be able to use word processors and computers to enhance their writing proficiency and improve their career opportunities.

Learning Standard

A. Use correct grammar, spelling, punctuation, capitalization and structure.

Benchmark

3.A.2 Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization and punctuation.

Descriptors

Stage D

3A - Students who meet the standard can use correct grammar, spelling, punctuation, capitalization and structure.

1. Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details, summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative, exclamatory).
2. Demonstrate subject/verb agreement.
3. Use appropriate capitalization.
4. Use appropriate punctuation.
5. Use correct spelling of appropriate high frequency words.
6. Demonstrate progression from phonetic to conventional spelling of words.
7. Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective, adverb).
8. Proofread one's own work and the work of others and revise accordingly.

Stage E

3A - Students who meet the standard can use correct grammar, spelling, punctuation, capitalization and structure.

1. Write paragraphs that include a variety of sentence types (i.e., declarative, interrogative, exclamatory, imperative).

2. Develop multi-paragraph compositions that include an introduction, first and second level support, and a conclusion.
3. Use a variety of sentence structures (e.g., simple, compound).
4. Use basic transition words to connect ideas.
5. Proofread for correct English conventions.
6. Demonstrate appropriate use of various parts of speech.

Stage F

3A - Students who meet the standard can use correct grammar, spelling, punctuation, capitalization and structure.

1. Develop multi-paragraph compositions that include an introduction, first and second level support, and a conclusion.
2. Use a variety of sentence structures (e.g., simple, compound/complex) and sentence types (i.e., declarative, interrogative, exclamatory, imperative).
3. Use basic transition words/phrases to connect ideas.
4. Proofread for correct English conventions.
5. Demonstrate appropriate use of the eight parts of speech.

Learning Standard

B. Compose well-organized and coherent writing for specific purposes and audiences.

Benchmarks

- 3.B.2a** Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).
- 3.B.2b** Establish central idea, organization, elaboration and unity in relation to purpose and audience.
- 3.B.2c** Expand ideas by using modifiers, subordination and standard paragraph organization.
- 3.B.2d** Edit documents for clarity, subjectivity, pronoun-antecedent agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.

Descriptors

Stage D

3B - Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.

1. Use prewriting strategies to choose a topic and generate ideas (e.g., webbing, brainstorming, listing, note taking, outlining, drafting, graphic organizers) with limited teacher assistance.
2. Compose topic sentence; establish and maintain a focus.
3. Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and context.
4. Use basic transitions to connect ideas.
5. Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).

6. Use adjectives and adverbs to enrich written language.
7. Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
8. Revise and edit (e.g., conference with self, peer, volunteer, teacher).

Stage E

3B - Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.

1. Use prewriting strategies to choose a topic and generate ideas (e.g., webbing, brainstorming, listing, note taking, outlining, drafting, graphic organizers).
2. Establish and maintain a focus.
3. Develop a topic sentence that is supported with details.
4. Organize a coherent structure appropriate to purpose (i.e., narration, exposition, persuasion), audience, and context using paragraphs and transition words.
5. Use appropriate transition words to connect ideas.
6. Elaborate ideas through facts, details, description, reasons, narration.
7. Use adjectives, adverbs, and prepositional phrases to enrich written language.
8. Revise and edit (e.g., conference with self, peer, volunteer, teacher).

Stage F

3B - Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.

1. Use pre-writing strategies (e.g., webbing, brainstorming, listing, note taking, outlining, graphic organizers).
2. Analyze basic audience and purpose for writing and choose the appropriate form (e.g., letters, poems, reports, narratives).
3. Establish and maintain focus/organization within and across paragraphs (coherence/cohesion).
4. Use organizational patterns (e.g., sequence, cause/effect, comparison).
5. Write using organization (e.g. introduction, body, conclusion) and elaboration (second level support) that demonstrate coherence.
6. Use figurative language.
7. Use appropriate transitional words and phrases to connect and unify key ideas.
8. Edit and revise content.
9. Select effective formats for publication.
10. Use available technology (e.g., word processing, desktop publishing, electronic dictionary/glossary, printing).

Learning Standard

C. Communicate ideas in writing to accomplish a variety of purposes.

Benchmarks

- 3.C.2a** Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).
- 3.C.2b** Produce and format compositions for specified audiences using available technology.

Descriptors

Stage D

3C - Students who meet the standard can communicate ideas in writing to accomplish a variety of purposes.

1. Use appropriate language, detail, and format for a specified audience.
2. Use the characteristics of a well-developed narrative, expository, and persuasive piece.
3. Write creatively for a specified purpose and audience (e.g., short story, poetry, play, rap, parody).
4. Write friendly letters.
5. Use available technology to design, produce, and present compositions and multimedia works.

Stage E

3C - Students who meet the standard can communicate ideas in writing to accomplish a variety of purposes.

1. Use appropriate language, detail, and format for a specified audience.
2. Use the characteristics of a well-developed narrative, expository, and persuasive piece.
3. Write creatively for a specified purpose and audience (e.g., short story, poetry, directions, song, friendly letter).
4. Use available technology to design, produce, and present compositions and multimedia works.
5. Compose a multi-paragraph piece which presents one position of an issue that offers sufficient support.

Stage F

3C - Students who meet the standard can communicate ideas in writing to accomplish a variety of purposes.

1. Use appropriate language, details, and format for a specified audience (e.g., gender, age, prior knowledge, interest).
2. Compose writing that supports a topic or thesis statement with evidence (e.g., newspaper article, pamphlet, report, brochure, manual, business letter).
3. Write a multi-paragraph narrative account (e.g., friendly letter, journal, autobiography, biographical account, memoir) that establishes a context, creates a point of view, and develops a focused impression.
4. Develop a multi-paragraph piece of persuasive writing.
5. Write creatively for a specified purpose and audience (e.g. short story, poetry, radio scripts, directions, TV commercial).
6. Compose a multi-paragraph persuasive piece which presents one position of an issue that offers sufficient support through multiple strategies (e.g., cause/effect, compare/contrast).
7. Use available technology (e.g., web pages, presentations, speeches) to design, produce, and present compositions and multi-media works.

Language Arts Curriculum

Fifth Grade

Listening and Speaking

GOAL 4: Listen and speak effectively in a variety of situations.

Why This Goal Is Important: Of all the language arts, listening and speaking are those most often used on a daily basis at home, school and work or in the community. Skill in speaking is universally recognized as a primary indicator of a person's knowledge, skill and credibility. In person, by phone or through video, good listening and speaking skills are essential to sending, receiving and understanding messages. To understand messages spoken by others, students must be able to listen carefully, using specific techniques to clarify what they have heard. For speaking properly and making messages understood, grammar, sentence structure, tone, expression and emphasis must be part of students' repertoires.

Learning Standard

A. Listen effectively in formal and informal situations.

Benchmarks

- 4.A.2a** Demonstrate understanding of the listening process (e.g., sender, receiver, message) by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations.
- 4.A.2b** Ask and respond to questions related to oral presentations and messages in small and large group settings.
- 4.A.2c** Restate and carry out a variety of oral instructions.

Descriptors

Stage D

- 4A** - Students who meet the standard can listen effectively in formal and informal situations.
1. Begin to assess the situation and determine, with limited direction from the teacher, the appropriate level of focus.
 2. Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction).
 3. Record appropriate notes from content of a formal presentation.
 4. Paraphrase and summarize the content of both formal and informal presentations or messages (e.g., directions, announcements, conversations, speakers, media presentations).
 5. Distinguish between and formulate questions that are based on facts and those that are based on inferences and opinions.
 6. Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative learning groups, class discussions, guest speakers, debates, assemblies).
 7. Demonstrate comprehension by repeating or paraphrasing and executing a simple set of directions.

Stage E

4A - Students who meet the standard can listen effectively in formal and informal situations.

1. Evaluate the situation and assume appropriate listening mode.
2. Record appropriate notes from presentation.
3. Distinguish between nonverbal and verbal messages.
4. Separate main ideas from supporting facts and details.
5. Paraphrase and summarize the content of a formal/informal spoken presentation or message (e.g., classroom or assembly speakers, media presentations, student reports or speeches, classroom debates).
6. Formulate relevant and focused questions and comments based upon the content of a presentation and a variety of audiences or groups for authentic purposes (e.g., classroom and school government meetings, cooperative group learning and problem-based learning interactions).
7. Modify, control, and block out distractions.
8. Paraphrase or repeat and execute multi-stepped directions.

Stage F

4A - Students who meet the standard can listen effectively in formal and informal situations.

1. Evaluate the situation and assume appropriate listening mode.
2. Focus attention on speaker as sender of the message.
3. Identify and analyze factors that will impact the message (e.g., dialect, language styles, setting, word choice).
4. Differentiate between formal and informal purposes for listening.
5. Distinguish between nonverbal and verbal messages.
6. Differentiate between the speaker's factual and emotional content.
7. Infer speaker's bias and purpose.
8. Recognize personal bias and its impact on the message.
9. Separate main ideas from supporting facts and details.
10. Anticipate information that might be forthcoming from presenter.
11. Formulate questions needed to gather and clarify information.
12. Contribute relevant and idea-inspiring comments during discussions.
13. Paraphrase and summarize, in both oral and written form, information in formal and informal presentations.
14. Modify, control, and block out distractions.
15. Restate a set of instructions in the order given and complete the task.

Learning Standard

B. Speak effectively using language appropriate to the situation and audience.

Benchmarks

4.B.2a Present oral reports to an audience using correct language and nonverbal expressions for the intended purpose and message within a suggested organizational format

4.B.2b Use speaking skills and procedures to participate in group discussions.

- 4.B.2c** Identify methods to manage or overcome communication anxiety and apprehension (e.g., topic outlines, repetitive practice).
- 4.B.2d** Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.

Descriptors

Stage D

4B - Students who meet the standard can speak effectively using language appropriate to the situation and audience.

1. Demonstrate awareness of characteristics of an audience and how they affect content and style of presentation.
2. Distinguish among oral presentations intended to inform, to entertain, and to persuade.
3. Organize information for the purposes of informing, entertaining, and persuading.
4. Use language that is clear, audible, and appropriate.
5. Use appropriate grammar, word choice, and pacing.
6. Use details to elaborate and develop main ideas for purposes of informing, entertaining, and persuading.
7. Adapt language to audience and purpose.
8. Distinguish between positive and negative verbal and nonverbal communication elements (e.g., space, body language, tone, volume).
9. Use notes and outlines.
10. Prepare and practice the presentation in advance.
11. Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).

Stage E

4B - Students who meet the standard can speak effectively using language appropriate to the situation and audience.

1. Analyze characteristics of one's audience and prepare appropriate presentations.
2. Identify and demonstrate different traits of oral presentations intended to inform, to entertain, and to persuade.
3. Use details to elaborate and develop main ideas for purposes of informing, entertaining, and persuading.
4. Use language that is clear, audible, and appropriate.
5. Use appropriate grammar, word choice, and pacing.
6. Use appropriate verbal and nonverbal communication elements (e.g., appropriate space, body language, pleasant tone, rate, volume).
7. Use notes and outlines.
8. Prepare and practice the presentation to fit within a given time limit.
9. Use notes and outlines.
10. Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate;

- courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
11. Identify and use discussion techniques to arrive at a consensus of opinion.

Stage F

4B - Students who meet the standard can speak effectively using language appropriate to the situation and audience.

1. Analyze characteristics of one's audience and prepare appropriate presentations.
2. Evaluate and select details appropriate for informing, entertaining and persuading.
3. Align vocabulary and style to the intent of the message.
4. Use language that is clear, audible, and appropriate.
5. Use appropriate grammar, word choice, and pacing.
6. Incorporate appropriate nonverbal expressions that support the message (e.g., facial expressions, gestures, posture, eye contact).
7. Use notes and outlines.
8. Prepare and practice a presentation to fit within a given time limit.
9. Use rehearsal techniques (e.g., taking deep breaths, recording or video taping presentation) to plan and practice the presentation.
10. Contribute meaningfully to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately-aligned vocabulary, appropriate rate and volume).
11. Identify and use discussion techniques to arrive at a consensus of opinion.

Language Arts Curriculum

Fifth Grade

Research

GOAL 5: Use the language arts to acquire, assess and communicate information.

Why This Goal Is Important: To be successful in school and in the world of work, students must be able to use a wide variety of information resources (written, visual and electronic). They must also know how to frame questions for inquiry, identify and organize relevant information and communicate it effectively in a variety of formats. These skills are critical in school across all learning areas and are key to successful career and lifelong learning experiences.

Learning Standard

A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.

Benchmarks

5.A.2a Formulate questions and construct a basic research plan.

5.A.2b Organize and integrate information from a variety of sources (e.g., books, interviews, library reference materials, web- sites, CD/ROMs).

Descriptors

Stage D

5A - Students who meet the standard can locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

1. Define the focus of the research.
2. Use a variety of sources (e.g., reference books, newspapers, magazines, encyclopedia, interviews, available technology) to collect information relevant to a topic.
3. Recognize criteria for determining credible sources.
4. Use organizational systems to locate information.
5. Use available technology (e.g., menu feature, pull-down menu, word search, icons) to locate information.
6. Use text aids (e.g., table of contents, glossary, captions, chapter heading, index) to Formulate questions using aids (e.g., KWL, webs, graphic organizers).
7. locate information.
8. Arrange information in an orderly manner (e.g., outlining, sequencing, graphic organizers).

Stage E

5A - Students who meet the standard can locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

1. Generate questions of interest and narrow the focus of research.
2. Develop hypotheses based on prior knowledge.
3. Gather information based on a hypothesis (e.g., note taking).
4. Identify and use (with limited support) a variety of sources (e.g., reference books, magazines, interviews).
5. Recognize criteria for determining credible sources.
6. Determine appropriate resources.
7. Compare (with limited support) information from a variety of sources.
8. Arrange information in an orderly manner (e.g., outlining, sequencing, graphic organizers).
9. Design a research plan and prepare a project.

Stage F

5A - Students who meet the standard can locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

1. Select a topic from a list of topics.
2. Formulate questions to direct research.
3. Gather information based on hypotheses.
4. Define the focus of research.
5. Apply criteria for determining credibility of sources.
6. Choose a variety of resources (e.g., newspaper, magazine, reference books, electronic information) to gain new information.
7. Organize and integrate information from a variety of sources (e.g., books, interviews, library reference materials, web sites, CD/ROMS).
8. Arrange information in an orderly manner (e.g., outlining, sequencing).
9. Develop a bibliography using a simple, acceptable form.
10. Design and prepare a project using multiple sources.

Learning Standard

B. Analyze and evaluate information acquired from various sources.

Benchmarks

- 5.B.2a** Determine the accuracy, currency and reliability of materials from various sources.
- 5.B.2a** Determine the accuracy, currency and reliability of materials from various sources.

Descriptors

Stage D

5B - Students who meet the standard can analyze and evaluate information acquired from various sources.

1. Use organizational features of text and available technology (e.g., glossary, table of contents, indexes, icons, word search) to analyze and evaluate information.
2. Organize related information under main topics.
3. Distinguish between main ideas and supporting details.

4. List sources of information selected for use in project (e.g., title, author, copyright date).

Stage E

5B - Students who meet the standard can analyze and evaluate information acquired from various sources.

1. Analyze information from primary print and non-print sources.
2. Evaluate information from various sources by applying a set of criteria (e.g., accuracy, timeliness, reliability).
3. Use information from footnotes, illustrations, diagrams, charts, and graphs.
4. Identify relevant primary and secondary sources.
5. Recognize the purpose of a bibliography.
6. Develop a bibliography using a simple, acceptable form.

Stage F

5B - Students who meet the standard can analyze and evaluate information acquired from various sources.

1. Analyze information from primary print and non-print sources.
2. Evaluate sources by applying a set of criteria (e.g., accuracy, timeliness, reliability).
3. Use information from footnotes, illustrations, diagrams, charts, and graphs.
4. Evaluate and select primary and secondary sources.
5. Use a bibliography for a variety of purposes.
6. Develop a bibliography using a simple, acceptable form.
7. Cite the source of all direct quotations.
8. Cite the source of all paraphrased/summarized information.

Learning Standard

C. Apply acquired information, concepts and ideas to communicate in a variety of formats.

Benchmarks

5.C.2a Create a variety of print and nonprint documents to communicate acquired information for specific audiences and purposes.

5.C.2b Prepare and deliver oral presentations based on inquiry or research.

Descriptors

Stage D

5C - Students who meet the standard can apply acquired information, concepts and ideas to communicate in a variety of formats.

1. Access print, non-print information for written reports, letters, and/or stories.
2. Gather/organize/synthesize information.
3. Develop acquired information by using a recognizable format (e.g., research paper, poem, story, play, letter).
4. Revise and edit the work.

Stage E

5C - Students who meet the standard can apply acquired information, concepts and ideas to communicate in a variety of formats.

1. Select an appropriate format to accommodate characteristics of audiences (e.g., age, background, interest level, group size) and purposes of the presentation (e.g., inform, persuade, entertain).
2. Use text, graphic materials, or visual aids to present information (e.g., charts, written reports, banners, maps, models, artifacts, student-created games, multimedia).
3. Communicate in an appropriate format, information that was gathered by either inquiry or research (e.g., interviews, surveys, software presentations).
4. Revise/edit the work.

Stage F

5C - Students who meet the standard can apply acquired information, concepts and ideas to communicate in a variety of formats.

1. Select and justify adaptations in format to accommodate characteristics of audiences (e.g., age, background, interest level, group size) and purposes of the presentation (e.g., inform, persuade, entertain).
2. Evaluate and select text, graphic materials, or visual aids to present information (e.g., charts, written reports, banners, maps, models, artifacts, student-created games).
3. Communicate, in an appropriate format, information that was gathered by either inquiry or research (e.g., interviews, surveys, software presentations).

Language Arts Curriculum

Sixth Grade

Reading

GOAL 1: Read with understanding and fluency.

Why This Goal Is Important: Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely build a strong foundation for learning in all areas of life.

Learning Standard

A. Apply word analysis and vocabulary skills to comprehend selections.

Benchmarks

- 1.A.3a** Apply knowledge of word origins and derivations to comprehend words used in specific content areas (e.g., scientific, political, literary, mathematical).
- 1.A.3b** Analyze the meaning of words and phrases in their context.

Descriptors

Stage E

1A - Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections.

1. Use a combination of word analysis and vocabulary strategies (e.g., word patterns, structural analyses) within context to identify unknown words.
2. Learn and use root words, prefixes, and suffixes to understand word meanings.
3. Use synonyms and antonyms to define words.
4. Use word origins to construct the meanings of new words.
5. Use root words and context to determine the denotative and connotative meanings of unknown words.
6. Determine the meaning of a word in context when the word has multiple meanings.
7. Identify and interpret common idioms, similes, analogies, and metaphors.
8. Use additional resources (e.g., newspapers, interviews, technological resources) as applicable to clarify meanings of material.

Stage F

1A - Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections.

1. Identify and apply appropriate word analysis and vocabulary strategies (e.g., word patterns, structural analyses) to identify unfamiliar words.

2. Use prefixes, suffixes, and root words to understand word meanings.
3. Use synonyms and antonyms to express the implied meaning of a new word.
4. Determine the meaning of words in context using denotation and connotation strategies.
5. Identify and interpret idioms, similes, analogies, and metaphors to express implied meanings of words.
6. Use etymologies to construct the meanings of new words.
7. Apply appropriate word analysis, vocabulary, and contextual clues to determine the meaning of unfamiliar words across a range of subjects.
8. Recognize literary devices (e.g., figurative language, description, dialogue) in text.

Stage G

1A - Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections.

1. Use prefixes, suffixes, and root words to understand word meanings.
2. Apply knowledge of structural analysis to construct meaning of unfamiliar words.
3. Determine the meaning of words in context using denotation and connotation strategies.
4. Recall multiple meanings of a word in context and select appropriate meaning.
5. Identify and interpret idioms, similes, analogies, and metaphors to express implied meanings.
6. Identify the effect of literary devices (e.g., figurative language, description, and dialogue) in text.

Learning Standard

B. Apply reading strategies to improve understanding and fluency.

Benchmarks

- 1.B.3a** Preview reading materials, make predictions and relate reading to information from other sources.
- 1.B.3b** Identify text structure and create a visual representation (e.g., graphic organizer, outline, drawing) to use while reading.
- 1.B.3c** Continuously check and clarify for understanding (e.g., in addition to previous skills, draw comparisons to other readings).
- 1.B.3d** Read age-appropriate material with fluency and accuracy.

Descriptors

Stage E

1B - Students who meet the standard can apply reading strategies to improve understanding and fluency.

1. Read age-appropriate material aloud with fluency and accuracy.
2. Use skimming to preview reading materials and scanning to detect major visual patterns and identify text structure before reading.
3. Identify author's ideas and purposes.

4. Build and support plausible interpretations with evidence from the text through collaboration with others.
5. Make connections to real world situations or related topics before and during reading.
6. Identify main plot elements, conflicts, and themes in a variety of texts.
7. Distinguish between significant and minor details.
8. Connect and clarify main ideas and concepts, and identify their relationship to other sources and topics.
9. Demonstrate an accurate understanding of important information in the text by focusing on the key ideas presented explicitly or implicitly.
10. Demonstrate understanding of structure through the use of graphic organizers and outlining (e.g., mapping, time lines, Venn diagrams).
11. Apply survey strategies (e.g., use of bold print, organization of content, key words, graphics).
12. Summarize ideas from text to make and defend accurate inferences about character traits and motivations.
13. Interpret the meaning of figurative language in a variety of texts.
14. Evaluate new information and hypotheses by comparing them to known information and ideas.
15. Apply self-monitoring and self-correcting strategies during reading to check and clarify for understanding.
16. Read aloud fluently (with expression, accuracy, and appropriate speed).
17. Develop creative interpretations of reading.
18. Select and read books for recreation.

Stage F

1B - Students who meet the standard can apply reading strategies to improve understanding and fluency.

1. Identify and apply appropriate word analysis and vocabulary strategies (e.g., word patterns, structural analyses) to identify unfamiliar words.
2. Use prefixes, suffixes, and root words to understand word meanings.
3. Use synonyms and antonyms to express the implied meaning of a new word.
4. Determine the meaning of words in context using denotation and connotation strategies.
5. Identify and interpret idioms, similes, analogies, and metaphors to express implied meanings of words.
6. Use etymologies to construct the meanings of new words.
7. Apply appropriate word analysis, vocabulary, and contextual clues to determine the meaning of unfamiliar words across a range of subjects.
8. Recognize literary devices (e.g., figurative language, description, dialogue) in text.

Stage G

1A - Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections.

1. Use prefixes, suffixes, and root words to understand word meanings.

2. Apply knowledge of structural analysis to construct meaning of unfamiliar words.
3. Determine the meaning of words in context using denotation and connotation strategies.
4. Recall multiple meanings of a word in context and select appropriate meaning.
5. Identify and interpret idioms, similes, analogies, and metaphors to express implied meanings.
6. Identify the effect of literary devices (e.g., figurative language, description, and dialogue) in text.

Learning Standard

C. Comprehend a broad range of reading materials.

Benchmarks

- 1.C.3a** Use information to form, explain and support questions and predictions.
- 1.C.3b** Interpret and analyze entire narrative text using story elements, point of view and theme.
- 1.C.3c** Compare, contrast and evaluate ideas and information from various sources and genres.
- 1.C.3d** Summarize and make generalizations from content and relate them to the purpose of the material.
- 1.C.3e** Compare how authors and illustrators use text and art across materials to express their ideas (e.g., foreshadowing, flashbacks, color, strong verbs, language that inspires).
- 1.C.3f** Interpret tables that display textual information and data in visual formats.

Descriptors

Stage E

- 1C** - Students who meet the standard can comprehend a broad range of reading materials.
1. Use evidence in text to form and refine questions, predictions, and hypotheses.
 2. Ask open-ended questions.
 3. Identify evidence for inferences and interpretations based on text combined with prior knowledge.
 4. Compare the content and organization (e.g., themes, topics, text structure, story elements) of various selections.
 5. Recognize similarities/ differences of varying styles or points of view.
 6. Select reading strategies for text appropriate to the reader's purpose.
 7. Synthesize key points (ideas) and supporting details to form conclusions.
 8. Interpret imagery and figurative language (e.g., alliteration, metaphor, simile, personification).
 9. Explain how authors and illustrators use text and art to express their ideas (e.g., points of view, design hues, metaphors).
 10. Show examples of cultural styles in art to enhance meaning and comprehension as done by different illustrators.
 11. Interpret information from tables, maps, visual aids, and charts to enhance understanding of text.

12. Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.

Stage F

1C - Students who meet the standard can comprehend a broad range of reading materials.

1. Use skimming to preview reading materials and scanning to detect major visual patterns and identify text structure before reading.
2. Identify author's ideas and purposes.
3. Build and support plausible interpretations with evidence from the text through collaboration with others.
4. Make connections to real world situations or related topics before and during reading.
5. Identify main plot elements, conflicts, and themes in a variety of texts.
6. Distinguish between significant and minor details.
7. Connect and clarify main ideas and concepts, and identify their relationship to other sources and topics.
8. Demonstrate an accurate understanding of important information in the text by focusing on the key ideas presented explicitly or implicitly.
9. Demonstrate understanding of structure through the use of graphic organizers and outlining (e.g., mapping, time lines, Venn diagrams).
10. Apply survey strategies (e.g., use of bold print, organization of content, key words, graphics).
11. Summarize ideas from text to make and defend accurate inferences about character traits and motivations.
12. Interpret the meaning of figurative language in a variety of texts.
13. Evaluate new information and hypotheses by comparing them to known information and ideas.
14. Apply self-monitoring and self-correcting strategies during reading to check and clarify for understanding.
15. Read aloud fluently (with expression, accuracy, and appropriate speed).
16. Develop creative interpretations of reading.
17. Select and read books for recreation.

Stage G

1C - Students who meet the standard can comprehend a broad range of reading materials.

1. Use inferences to improve and/or expand knowledge obtained from text and ask open-ended questions to improve critical thinking skills.
2. Synthesize key points and supporting details to form conclusion and to apply text information to personal experience.
3. Identify story elements, major and secondary themes in text.
4. Explain how story elements and themes contribute to the reader's understanding of text.
5. Compare themes, topic, and story elements of various selections across content areas.
6. Select reading strategies for text appropriate to the reader's purpose.

7. Recognize similarities and differences when presented with varying styles or points of view.
8. Recognize the influence of media on a reader's point of view concerning the interpretation of fiction or non-fiction materials.
9. Recognize how illustrations reflect cultural styles of art and enhance meaning.
10. Explain why some points are illustrated.
11. Evaluate imagery and figurative language.
12. Use text information to interpret tables, maps, visual aids, or charts.
13. Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.

Language Arts Curriculum

Sixth Grade

Literature

GOAL 2: Read and understand literature representative of various societies, eras and ideas.

Why This Goal Is Important: Literature transmits ideas, reflects societies and eras and expresses the human imagination. It brings understanding, enrichment and joy. Appreciating literature and recognizing its many forms enable students to learn and respond to ideas, issues, perspectives and actions of others. Literature study includes understanding the structure and intent of a short poem or a long, complex book. By exploring the techniques that authors use to convey messages and evoke responses, students connect literature to their own lives and daily experiences.

Learning Standard

A. Understand how literary elements and techniques are used to convey meaning.

Benchmarks

- 2.A.3a** Identify and analyze a variety of literary techniques (e.g., figurative language, allusion, dialogue, description, word choice, dialect) within classical and contemporary works representing a variety of genres.
- 2.A.3b** Describe how the development of theme, character, plot and setting contribute to the overall impact of a piece of literature.
- 2.A.3c** Identify characteristics and authors of various literary forms (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, science fiction).
- 2.A.3d** Identify ways that an author uses language structure, word choice and style to convey the author's viewpoint.

Descriptors

Stage E

- 1C** - Students who meet the standard can comprehend a broad range of reading materials.
1. Use evidence in text to form and refine questions, predictions, and hypotheses.
 2. Ask open-ended questions.
 3. Identify evidence for inferences and interpretations based on text combined with prior knowledge.
 4. Compare the content and organization (e.g., themes, topics, text structure, story elements) of various selections.
 5. Recognize similarities/ differences of varying styles or points of view.
 6. Select reading strategies for text appropriate to the reader's purpose.
 7. Synthesize key points (ideas) and supporting details to form conclusions.

8. Interpret imagery and figurative language (e.g., alliteration, metaphor, simile, personification).
9. Explain how authors and illustrators use text and art to express their ideas (e.g., points of view, design hues, metaphors).
10. Show examples of cultural styles in art to enhance meaning and comprehension as done by different illustrators.
11. Interpret information from tables, maps, visual aids, and charts to enhance understanding of text.
12. Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.

Stage F

1C - Students who meet the standard can comprehend a broad range of reading materials.

1. Use skimming to preview reading materials and scanning to detect major visual patterns and identify text structure before reading.
2. Identify author's ideas and purposes.
3. Build and support plausible interpretations with evidence from the text through collaboration with others.
4. Make connections to real world situations or related topics before and during reading.
5. Identify main plot elements, conflicts, and themes in a variety of texts.
6. Distinguish between significant and minor details.
7. Connect and clarify main ideas and concepts, and identify their relationship to other sources and topics.
8. Demonstrate an accurate understanding of important information in the text by focusing on the key ideas presented explicitly or implicitly.
9. Demonstrate understanding of structure through the use of graphic organizers and outlining (e.g., mapping, time lines, Venn diagrams).
10. Apply survey strategies (e.g., use of bold print, organization of content, key words, graphics).
11. Summarize ideas from text to make and defend accurate inferences about character traits and motivations.
12. Interpret the meaning of figurative language in a variety of texts.
13. Evaluate new information and hypotheses by comparing them to known information and ideas.
14. Apply self-monitoring and self-correcting strategies during reading to check and clarify for understanding.
15. Read aloud fluently (with expression, accuracy, and appropriate speed).
16. Develop creative interpretations of reading.
17. Select and read books for recreation.

Stage G

2A - Students who meet the standard can understand how literary elements and techniques are used to convey meaning.

1. Read a wide range of fiction/ nonfiction.

2. Analyze and evaluate literacy elements (e.g., character, plot, setting, theme, conflict) to determine their importance to the story.
3. Predict how the story might be different if the author changed certain literary techniques (e.g., dialect, setting, vocabulary).
4. Use literature terminology accurately (e.g., flashback, foreshadowing, metaphor, simile, personification, onomatopoeia, alliteration).
5. Identify examples of connections among an author, the cultural and historical context, and the work.
6. Use new vocabulary from literature in other contexts.
7. Identify, analyze, and compare techniques used by authors to elicit reader response.
8. Compare characteristics and elements of various literary genres (e.g., short stories, novels, dramas, poetry, biographies).
9. Make inferences regarding the motives of characters and consequences of their actions by citing the text.

Learning Standard

B. Read and interpret a variety of literary works.

Benchmarks

2.B.3a Respond to literary material from personal, creative and critical points of view.

2.B.3b Compare and contrast common literary themes across various societies and eras.

2.B.3c Analyze how characters in literature deal with conflict, solve problems and relate to real-life situations.

Descriptors

Level E

2B - Students who meet the standard can read and interpret a variety of literary works.

1. Create an extension to a literary text (e.g., alternate ending, additional dialog for a character).
2. Make inferences, draw conclusions, and make connections from text to text, text to self, and text to world.
3. Analyze and remedy difficulties in comprehension (e.g., questioning, rephrasing, analyzing).
4. Compare ideas from texts representing a variety of times and cultures.
5. Make inferences and draw conclusions about contexts, events, character, and settings.
6. Read a wide range of nonfiction (e.g., books, newspapers, magazines, textbooks, visual media).
7. Support plausible interpretations with evidence from the text.

Level F

2B - Students who meet the standard can read and interpret a variety of literary works.

1. Confirm, reject and modify questions, predictions, and hypotheses based on evidence in text.

2. Use relevant and accurate references, most of which are specific and fully supported to make generalizations from content.
3. Ask and respond to open-ended questions.
4. Compare the theme, topic, text structure, and story elements of various selections within a content area.
5. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
6. Select reading strategies for text appropriate to the reader's purpose.
7. Recognize how reader response is related to text interpretation.
8. Identify the author's controlling idea/thesis.
9. Interpret imagery and figurative language (e.g., alliteration, metaphor, simile, personification).
10. Explain how illustrators use art to express their ideas.
11. Recognize how illustrations from various cultures reflect, interpret, and enhance the text.
12. Recognize the influence media (e.g., television, film) can have on the reader's point of view concerning fiction materials.
13. Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.

Level G

2B - Students who meet the standard can read and interpret a variety of literary works.

1. Respond to fiction using interpretive and evaluative processes.
2. Make connections from text to text, text to self, and text to world.
3. Interpret nonfiction text and informational materials.
4. Sequence information needed to carry out a procedure.
5. Distinguish between significant and minor details.
6. Extend a literary text (e.g., alternate endings, additional dialog for a character).
7. Engage in literary discussions (e.g., conflict, resolutions, relevance, background, effectiveness, realism.)

Language Arts Curriculum

Sixth Grade

Writing

GOAL 3: Write to communicate for a variety of purposes.

Why This Goal Is Important: The ability to write clearly is essential to any person's effective communications. Students with high-level writing skills can produce documents that show planning and organization and effectively convey the intended message and meaning. Clear writing is critical to employment and production in today's world. Individuals must be capable of writing for a variety of audiences in differing styles, including standard rhetoric themes, business letters and reports, financial proposals and technical and professional communications. Students should be able to use word processors and computers to enhance their writing proficiency and improve their career opportunities.

Learning Standard

A. Use correct grammar, spelling, punctuation, capitalization and structure.

Benchmark

3.A.3 Write compositions that contain complete sentences and effective paragraphs using English conventions.

Descriptors

Stage E

3A - Students who meet the standard can use correct grammar, spelling, punctuation, capitalization and structure.

1. Write paragraphs that include a variety of sentence types (i.e., declarative, interrogative, exclamatory, imperative).
2. Develop multi-paragraph compositions that include an introduction, first and second level support, and a conclusion.
3. Use a variety of sentence structures (e.g., simple, compound).
4. Use basic transition words to connect ideas.
5. Proofread for correct English conventions.
6. Demonstrate appropriate use of various parts of speech.

Stage F

3A - Students who meet the standard can use correct grammar, spelling, punctuation, capitalization and structure.

1. Develop multi-paragraph compositions that include an introduction, first and second level support, and a conclusion.
2. Use a variety of sentence structures (e.g., simple, compound/complex) and sentence types (i.e., declarative, interrogative, exclamatory, imperative).

3. Use basic transition words/phrases to connect ideas.
4. Proofread for correct English conventions.
5. Demonstrate appropriate use of the eight parts of speech.

Stage G

3A - Students who meet the standard can use correct grammar, spelling, punctuation, capitalization and structure.

1. Develop compositions that include a variety of sentence structures (i.e., simple, compound, complex, compound/complex) and sentence types (i.e., interrogative, exclamatory, imperative, declarative).
2. Use transitional words and phrases within and between paragraphs.
3. Proofread for correct English conventions.
4. Demonstrate appropriate use of the eight parts of speech.

Learning Standard

B. Compose well-organized and coherent writing for specific purposes and audiences.

Benchmarks

- 3.B.3a** Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.
- 3.B.3b** Edit and revise for word choice, organization, consistent point of view and transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication.
- 3.B.2c** Expand ideas by using modifiers, subordination and standard paragraph organization.
- 3.B.2d** Edit documents for clarity, subjectivity, pronoun-antecedent agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.

Descriptors

Stage E

3B - Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.

1. Use prewriting strategies to choose a topic and generate ideas (e.g., webbing, brainstorming, listing, note taking, outlining, drafting, graphic organizers).
2. Establish and maintain a focus.
3. Develop a topic sentence that is supported with details.
4. Organize a coherent structure appropriate to purpose (i.e., narration, exposition, persuasion), audience, and context using paragraphs and transition words.
5. Use appropriate transition words to connect ideas.
6. Elaborate ideas through facts, details, description, reasons, narration.
7. Use adjectives, adverbs, and prepositional phrases to enrich written language.
8. Revise and edit (e.g., conference with self, peer, volunteer, teacher).

Stage F

3B - Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.

1. Use pre-writing strategies (e.g., webbing, brainstorming, listing, note taking, outlining, graphic organizers).
2. Analyze basic audience and purpose for writing and choose the appropriate form (e.g., letters, poems, reports, narratives).
3. Establish and maintain focus/organization within and across paragraphs (coherence/cohesion).
4. Use organizational patterns (e.g., sequence, cause/effect, comparison).
5. Write using organization (e.g. introduction, body, conclusion) and elaboration (second level support) that demonstrate coherence.
6. Use figurative language.
7. Use appropriate transitional words and phrases to connect and unify key ideas.
8. Edit and revise content.
9. Select effective formats for publication.
10. Use available technology (e.g., word processing, desktop publishing, electronic dictionary/glossary, printing).

Stage G

3B - Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.

1. Use pre-writing strategies.
2. Analyze audience and purpose for writing, and choose the appropriate form (e.g., letters, editorials, reviews, poems, reports, narratives).
3. Begin to establish a personal voice and style.
4. Use an effective and coherent organizational pattern (e.g., sequence, cause/effect, comparison).
5. Write using organization (i.e., introduction, body, conclusion) and elaboration (second level support) that demonstrate coherence.
6. Use figurative language.
7. Use appropriate internal (within paragraphs) and external (between/among paragraphs) transitional words, phrases, and devices.
8. Edit and revise to maintain a consistent tone and focus throughout a piece of writing.
9. Select effective formats for publication of final product.
10. Use available technology (e.g., word processing, desktop publishing, electronic dictionary/ glossary, printing).

Learning Standard

C. Communicate ideas in writing to accomplish a variety of purposes.

Benchmarks

3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).

- 3.C.2b** Produce and format compositions for specified audiences using available technology.

Descriptors

Stage E

3C - Students who meet the standard can communicate ideas in writing to accomplish a variety of purposes.

1. Use appropriate language, detail, and format for a specified audience.
2. Use the characteristics of a well-developed narrative, expository, and persuasive piece.
3. Write creatively for a specified purpose and audience (e.g., short story, poetry, directions, song, friendly letter).
4. Use available technology to design, produce, and present compositions and multimedia works.
5. Compose a multi-paragraph piece which presents one position of an issue that offers sufficient support.

Stage F

3C - Students who meet the standard can communicate ideas in writing to accomplish a variety of purposes.

1. Use appropriate language, details, and format for a specified audience (e.g., gender, age, prior knowledge, interest).
2. Compose writing that supports a topic or thesis statement with evidence (e.g., newspaper article, pamphlet, report, brochure, manual, business letter).
3. Write a multi-paragraph narrative account (e.g., friendly letter, journal, autobiography, biographical account, memoir) that establishes a context, creates a point of view, and develops a focused impression.
4. Develop a multi-paragraph piece of persuasive writing.
5. Write creatively for a specified purpose and audience (e.g. short story, poetry, radio scripts, directions, TV commercial).
6. Compose a multi-paragraph persuasive piece which presents one position of an issue that offers sufficient support through multiple strategies (e.g., cause/effect, compare/contrast).
7. Use available technology (e.g., web pages, presentations, speeches) to design, produce, and present compositions and multi-media works.

Stage G

3C - Students who meet the standard can communicate ideas in writing to accomplish a variety of purposes.

1. Compose expository writing that supports a topic or thesis statement with evidence (e.g., newspaper article, pamphlet, report, brochure, manual, business letter).
2. Write an expanded narrative account (e.g., friendly letter, journal, autobiography, biographical account, memoir) that establishes a context, creates a point of view, and develops a focused impression.

3. Develop a multi-paragraph piece of persuasive writing.
4. Use appropriate language, details, and format for a specified audience (e.g., gender, age, prior knowledge, interest).
5. Write creatively for a specified purpose and audience (e.g. short story, poetry, radio scripts, play, TV commercial).
6. Compose a multi-paragraph persuasive piece which presents one position of an issue that offers sufficient support through multiple strategies (e.g., cause/effect, compare/contrast).
7. Use available technology (e.g., web pages, presentations, speeches) to design, produce, and present compositions and multi-media works.

Language Arts Curriculum

Sixth Grade

Listening and Speaking

GOAL 4: Listen and speak effectively in a variety of situations.

Why This Goal Is Important: Of all the language arts, listening and speaking are those most often used on a daily basis at home, school and work or in the community. Skill in speaking is universally recognized as a primary indicator of a person's knowledge, skill and credibility. In person, by phone or through video, good listening and speaking skills are essential to sending, receiving and understanding messages. To understand messages spoken by others, students must be able to listen carefully, using specific techniques to clarify what they have heard. For speaking properly and making messages understood, grammar, sentence structure, tone, expression and emphasis must be part of students' repertoires.

Learning Standard

A. Listen effectively in formal and informal situations.

Benchmarks

- 4.A.3a** Demonstrate ways (e.g., ask probing questions, provide feedback to a speaker, summarize and paraphrase complex spoken messages) that listening attentively can improve comprehension.
- 4.A.3b** Compare a speaker's verbal and nonverbal messages.
- 4.A.3c** Restate and carry out multistep oral instructions.
- 4.A.3d** Demonstrate the ability to identify and manage barriers to listening (e.g., noise, speaker credibility, environmental distractions).

Descriptors

Stage E

4A - Students who meet the standard can listen effectively in formal and informal situations.

1. Evaluate the situation and assume appropriate listening mode.
2. Record appropriate notes from presentation.
3. Distinguish between nonverbal and verbal messages.
4. Separate main ideas from supporting facts and details.
5. Paraphrase and summarize the content of a formal/informal spoken presentation or message (e.g., classroom or assembly speakers, media presentations, student reports or speeches, classroom debates).
6. Formulate relevant and focused questions and comments based upon the content of a presentation and a variety of audiences or groups for authentic purposes (e.g., classroom and school government meetings, cooperative group learning and problem-based learning interactions).

7. Modify, control, and block out distractions.
8. Paraphrase or repeat and execute multi-stepped directions.

Stage F

4A - Students who meet the standard can listen effectively in formal and informal situations.

1. Evaluate the situation and assume appropriate listening mode.
2. Focus attention on speaker as sender of the message.
3. Identify and analyze factors that will impact the message (e.g., dialect, language styles, setting, word choice).
4. Differentiate between formal and informal purposes for listening.
5. Distinguish between nonverbal and verbal messages.
6. Differentiate between the speaker's factual and emotional content.
7. Infer speaker's bias and purpose.
8. Recognize personal bias and its impact on the message.
9. Separate main ideas from supporting facts and details.
10. Anticipate information that might be forthcoming from presenter.
11. Formulate questions needed to gather and clarify information.
12. Contribute relevant and idea-inspiring comments during discussions.
13. Paraphrase and summarize, in both oral and written form, information in formal and informal presentations.
14. Modify, control, and block out distractions.
15. Restate a set of instructions in the order given and complete the task.

Stage G

4A - Students who meet the standard can listen effectively in formal and informal situations.

1. Focus attention on speaker as sender of the message.
2. Record appropriate notes and rough outlines while listening.
3. Decide factors that will impact the message (e.g., dialect, language styles, setting, word choice).
4. Use appropriate words to describe elements such as word choice, pitch, volume, posture, tone, facial expressions, gestures, and proximity.
5. Determine meaning from speaker's words, voice, and body.
6. Differentiate between a speaker's factual and emotional content by analyzing verbal/nonverbal messages.
7. Separate main ideas, facts, and supporting details in oral messages.
8. Infer and draw conclusions (i.e., "if this is what you are saying, may I correctly conclude that ...").
9. Synthesize, analyze, and evaluate information.
10. Paraphrase and summarize, in both oral and written form, information in formal/informal presentations.
11. Ask and respond to relevant questions.
12. Follow a multi-step set of instructions to complete a task.
13. Modify, control, block out both internal and external distractions.

Learning Standard

B. Speak effectively using language appropriate to the situation and audience.

Benchmarks

- 4.B.3a** Deliver planned oral presentations, using language and vocabulary appropriate to the purpose, message and audience; provide details and supporting information that clarify main ideas; and use visual aids and contemporary technology as support.
- 4.B.3b** Design and produce reports and multi-media compositions that represent group projects.
- 4.B.3c** Develop strategies to manage or overcome communication anxiety and apprehension (e.g., sentence outlining, note cards).
- 4.B.3d** Use verbal and nonverbal communication strategies to maintain communications and to resolve conflict.

Descriptors

Stage E

4B - Students who meet the standard can speak effectively using language appropriate to the situation and audience.

1. Analyze characteristics of one's audience and prepare appropriate presentations.
2. Identify and demonstrate different traits of oral presentations intended to inform, to entertain, and to persuade.
3. Use details to elaborate and develop main ideas for purposes of informing, entertaining, and persuading.
4. Use language that is clear, audible, and appropriate.
5. Use appropriate grammar, word choice, and pacing.
6. Use appropriate verbal and nonverbal communication elements (e.g., appropriate space, body language, pleasant tone, rate, volume).
7. Use notes and outlines.
8. Prepare and practice the presentation to fit within a given time limit.
9. Use notes and outlines.
10. Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
11. Identify and use discussion techniques to arrive at a consensus of opinion.

Stage F

4B - Students who meet the standard can speak effectively using language appropriate to the situation and audience.

1. Analyze characteristics of one's audience and prepare appropriate presentations.
2. Evaluate and select details appropriate for informing, entertaining and persuading.
3. Align vocabulary and style to the intent of the message.
4. Use language that is clear, audible, and appropriate.
5. Use appropriate grammar, word choice, and pacing.

6. Incorporate appropriate nonverbal expressions that support the message (e.g., facial expressions, gestures, posture, eye contact).
7. Use notes and outlines.
8. Prepare and practice a presentation to fit within a given time limit.
9. Use rehearsal techniques (e.g., taking deep breaths, recording or video taping presentation) to plan and practice the presentation.
10. Contribute meaningfully to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately-aligned vocabulary, appropriate rate and volume).
11. Identify and use discussion techniques to arrive at a consensus of opinion.

Stage G

4B - Students who meet the standard can speak effectively using language appropriate to the situation and audience.

1. Align content, vocabulary, rate, volume, and style with the characteristics of the audience and intent of the message.
2. Employ an engaging introduction, appropriate organization, and an effective conclusion.
3. Incorporate nonverbal expressions that are appropriate to the message (e.g., facial expressions, gestures, posture, eye contact).
4. Use language that is clear, audible, and appropriate.
5. Use appropriate grammar, word choice, and pacing.
6. Use notes, outlines, and visual aids.
7. Prepare and practice a presentation to fit within a given time limit.
8. Use rehearsal techniques (e.g., taking deep breaths, record or video tape presentation) to practice the presentation.
9. Contribute meaningfully to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately-aligned vocabulary, appropriate rate and volume).
10. Identify and use discussion techniques to arrive at a consensus of opinion.

Language Arts Curriculum

Sixth Grade

Research

GOAL 5: Use the language arts to acquire, assess and communicate information.

Why This Goal Is Important: To be successful in school and in the world of work, students must be able to use a wide variety of information resources (written, visual and electronic). They must also know how to frame questions for inquiry, identify and organize relevant information and communicate it effectively in a variety of formats. These skills are critical in school across all learning areas and are key to successful career and lifelong learning experiences.

Learning Standard

A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.

Benchmarks

5.A.3a Identify appropriate resources to solve problems or answer questions through research.

5.A.3b Design a project related to contemporary issues (e.g., real-world math, career development, community service) using multiple sources.

Descriptors

Stage E

5A - Students who meet the standard can locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

1. Generate questions of interest and narrow the focus of research.
2. Develop hypotheses based on prior knowledge.
3. Gather information based on a hypothesis (e.g., note taking).
4. Identify and use (with limited support) a variety of sources (e.g., reference books, magazines, interviews).
5. Recognize criteria for determining credible sources.
6. Determine appropriate resources.
7. Compare (with limited support) information from a variety of sources.
8. Arrange information in an orderly manner (e.g., outlining, sequencing, graphic organizers).
9. Design a research plan and prepare a project.

Stage F

5A - Students who meet the standard can locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

1. Select a topic from a list of topics.
2. Formulate questions to direct research.
3. Gather information based on hypotheses.
4. Define the focus of research.
5. Apply criteria for determining credibility of sources.
6. Choose a variety of resources (e.g., newspaper, magazine, reference books, electronic information) to gain new information.
7. Organize and integrate information from a variety of sources (e.g., books, interviews, library reference materials, web sites, CD/ROMS).
8. Arrange information in an orderly manner (e.g., outlining, sequencing).
9. Develop a bibliography using a simple, acceptable form.
10. Design and prepare a project using multiple sources.

Stage G

5A - Students who meet the standard can locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

1. Select a topic from a list of topics.
2. Formulate questions to direct research.
3. Identify approaches (e.g., problem/solution, comparison, narrative history, research paper).
4. Define the focus of research.
5. Apply criteria for determining credibility for each source identified.
6. Choose a variety of resources (e.g., newspaper, magazine, reference books, electronic information) to gain new information.
7. Arrange information in an orderly manner (e.g., note cards, outlining).

Learning Standard

B. Analyze and evaluate information acquired from various sources.

Benchmarks

5.B.3a Choose and analyze information sources for individual, academic and functional purposes.

5.B.3b Identify, evaluate and cite primary sources.

Descriptors

Stage E

5B - Students who meet the standard can analyze and evaluate information acquired from various sources.

1. Analyze information from primary print and non-print sources.
2. Evaluate information from various sources by applying a set of criteria (e.g., accuracy, timeliness, reliability).
3. Use information from footnotes, illustrations, diagrams, charts, and graphs.
4. Identify relevant primary and secondary sources.
5. Recognize the purpose of a bibliography.
6. Develop a bibliography using a simple, acceptable form.

Stage F

5B - Students who meet the standard can analyze and evaluate information acquired from various sources.

1. Analyze information from primary print and non-print sources.
2. Evaluate sources by applying a set of criteria (e.g., accuracy, timeliness, reliability).
3. Use information from footnotes, illustrations, diagrams, charts, and graphs.
4. Evaluate and select primary and secondary sources.
5. Use a bibliography for a variety of purposes.
6. Develop a bibliography using a simple, acceptable form.
7. Cite the source of all direct quotations.
8. Cite the source of all paraphrased/summarized information.

Stage G

5B - Students who meet the standard can analyze and evaluate information acquired from various sources.

1. Analyze information from primary and secondary print and non-print sources.
2. Develop a bibliography from identified and evaluated information.
3. Cite the source(s) of all direct quotations.
4. Cite source(s) of all paraphrased and summarized information.
5. Recognize how to develop a source(s) cited page.

Learning Standard

C. Apply acquired information, concepts and ideas to communicate in a variety of formats.

Benchmarks

- 5.C.3a** Plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources.
- 5.C.3b** Prepare and orally present original work (e.g., poems, monologues, reports, plays, stories) supported by research.
- 5.C.3c** Take notes, conduct interviews, organize and report information in oral, visual and electronic formats.

Descriptors

Stage E

5C - Students who meet the standard can apply acquired information, concepts and ideas to communicate in a variety of formats.

1. Select an appropriate format to accommodate characteristics of audiences (e.g., age, background, interest level, group size) and purposes of the presentation (e.g., inform, persuade, entertain).
2. Use text, graphic materials, or visual aids to present information (e.g., charts, written reports, banners, maps, models, artifacts, student-created games, multimedia).

3. Communicate in an appropriate format, information that was gathered by either inquiry or research (e.g., interviews, surveys, software presentations).
4. Revise/edit the work.

Stage F

5C - Students who meet the standard can apply acquired information, concepts and ideas to communicate in a variety of formats.

1. Select and justify adaptations in format to accommodate characteristics of audiences (e.g., age, background, interest level, group size) and purposes of the presentation (e.g., inform, persuade, entertain).
2. Evaluate and select text, graphic materials, or visual aids to present information (e.g., charts, written reports, banners, maps, models, artifacts, student-created games).
3. Communicate, in an appropriate format, information that was gathered by either inquiry or research (e.g., interviews, surveys, software presentations).

Stage G

5C - Students who meet the standard can apply acquired information, concepts and ideas to communicate in a variety of formats.

1. Analyze and synthesize original work and researched information.
2. Evaluate use of text, graphic materials, and visual aids to present information.
3. Select and justify adaptations in format to accommodate characteristics of audiences (e.g., age, background, interest level, group size) and purposes of the presentation (e.g., inform, persuade, entertain).
4. Design and present a project (e.g., written report, graphics, visuals, multi-media presentations).

Language Arts Curriculum

Seventh Grade

Reading

GOAL 1: Read with understanding and fluency.

Why This Goal Is Important: Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely build a strong foundation for learning in all areas of life.

Learning Standard

A. Apply word analysis and vocabulary skills to comprehend selections.

Benchmarks

1.A.3a Apply knowledge of word origins and derivations to comprehend words used in specific content areas (e.g., scientific, political, literary, mathematical).

1.A.3b Analyze the meaning of words and phrases in their context.

Descriptors

Stage F

1A - Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections.

1. Identify and apply appropriate word analysis and vocabulary strategies (e.g., word patterns, structural analyses) to identify unfamiliar words.
2. Use prefixes, suffixes, and root words to understand word meanings.
3. Use synonyms and antonyms to express the implied meaning of a new word.
4. Determine the meaning of words in context using denotation and connotation strategies.
5. Identify and interpret idioms, similes, analogies, and metaphors to express implied meanings of words.
6. Use etymologies to construct the meanings of new words.
7. Apply appropriate word analysis, vocabulary, and contextual clues to determine the meaning of unfamiliar words across a range of subjects.
8. Recognize literary devices (e.g., figurative language, description, dialogue) in text.

Stage G

1A - Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections.

1. Use prefixes, suffixes, and root words to understand word meanings.
2. Apply knowledge of structural analysis to construct meaning of unfamiliar words.
3. Determine the meaning of words in context using denotation and connotation strategies.
4. Recall multiple meanings of a word in context and select appropriate meaning.
5. Identify and interpret idioms, similes, analogies, and metaphors to express implied meanings.
6. Identify the effect of literary devices (e.g., figurative language, description, and dialogue) in text.

Stage H

1A - Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections.

1. Use word origins and derivations to understand meanings of new words.
2. Apply knowledge of structural analysis to construct meaning of difficult or unfamiliar words.
3. Infer the appropriate meaning of a word in context when the word has multiple meanings.
4. Interpret idioms, similes, analogies, and metaphors to express implied meanings.
5. Identify the effect of literary devices (e.g., allusion, diction, figurative language, imagery) in text.
6. Interpret the effect of authors' decisions regarding word choice, content, and literary elements upon the text.
7. Recognize specialized vocabulary/terminology.

Learning Standard

B. Apply reading strategies to improve understanding and fluency.

Benchmarks

- 1.B.3a** Preview reading materials, make predictions and relate reading to information from other sources.
- 1.B.3b** Identify text structure and create a visual representation (e.g., graphic organizer, outline, drawing) to use while reading.
- 1.B.3c** Continuously check and clarify for understanding (e.g., in addition to previous skills, draw comparisons to other readings).
- 1.B.3d** Read age-appropriate material with fluency and accuracy.

Descriptors

Stage F

1B - Students who meet the standard can apply reading strategies to improve understanding and fluency.

1. Identify and apply appropriate word analysis and vocabulary strategies (e.g., word patterns, structural analyses) to identify unfamiliar words.
2. Use prefixes, suffixes, and root words to understand word meanings.
3. Use synonyms and antonyms to express the implied meaning of a new word.

4. Determine the meaning of words in context using denotation and connotation strategies.
5. Identify and interpret idioms, similes, analogies, and metaphors to express implied meanings of words.
6. Use etymologies to construct the meanings of new words.
7. Apply appropriate word analysis, vocabulary, and contextual clues to determine the meaning of unfamiliar words across a range of subjects.
8. Recognize literary devices (e.g., figurative language, description, dialogue) in text.

Stage G

1A - Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections.

1. Use prefixes, suffixes, and root words to understand word meanings.
2. Apply knowledge of structural analysis to construct meaning of unfamiliar words.
3. Determine the meaning of words in context using denotation and connotation strategies.
4. Recall multiple meanings of a word in context and select appropriate meaning.
5. Identify and interpret idioms, similes, analogies, and metaphors to express implied meanings.
6. Identify the effect of literary devices (e.g., figurative language, description, and dialogue) in text.

Stage H

1B - Students who meet the standard can apply reading strategies to improve understanding and fluency.

1. Preview reading materials using pre-reading strategies (e.g., skimming, scanning, predicting, SQ3R).
2. Relate literature selections and informational text to self, world, and other texts.
3. Identify text structure and create a mental/visual representation (e.g., graphic organizer, outline, drawing) to use while reading.
4. Apply self-monitoring and self-correcting strategies continuously to clarify understanding (e.g., in addition to previous skills, draw comparisons to other readings).
5. Demonstrate an accurate understanding of important information in the text by focusing on the key ideas presented explicitly or implicitly.
6. Build, evaluate, and extend text interpretations through collaboration with others.
7. Identify how different content areas require different organizational structures (e.g., lists/sequence, comparison, cause/effect, problem/solution, classification).
8. Read aloud fluently (with accuracy and appropriate speed).
9. Select and read books for recreation.

Learning Standard

C. Comprehend a broad range of reading materials.

Benchmarks

1.C.3a Use information to form, explain and support questions and predictions.

- 1.C.3b** Interpret and analyze entire narrative text using story elements, point of view and theme.
- 1.C.3c** Compare, contrast and evaluate ideas and information from various sources and genres.
- 1.C.3d** Summarize and make generalizations from content and relate them to the purpose of the material.
- 1.C.3e** Compare how authors and illustrators use text and art across materials to express their ideas (e.g., foreshadowing, flashbacks, color, strong verbs, language that inspires).
- 1.C.3f** Interpret tables that display textual information and data in visual formats.

Descriptors

Stage F

- 1C** - Students who meet the standard can comprehend a broad range of reading materials.
1. Use skimming to preview reading materials and scanning to detect major visual patterns and identify text structure before reading.
 2. Identify author's ideas and purposes.
 3. Build and support plausible interpretations with evidence from the text through collaboration with others.
 4. Make connections to real world situations or related topics before and during reading.
 5. Identify main plot elements, conflicts, and themes in a variety of texts.
 6. Distinguish between significant and minor details.
 7. Connect and clarify main ideas and concepts, and identify their relationship to other sources and topics.
 8. Demonstrate an accurate understanding of important information in the text by focusing on the key ideas presented explicitly or implicitly.
 9. Demonstrate understanding of structure through the use of graphic organizers and outlining (e.g., mapping, time lines, Venn diagrams).
 10. Apply survey strategies (e.g., use of bold print, organization of content, key words, graphics).
 11. Summarize ideas from text to make and defend accurate inferences about character traits and motivations.
 12. Interpret the meaning of figurative language in a variety of texts.
 13. Evaluate new information and hypotheses by comparing them to known information and ideas.
 14. Apply self-monitoring and self-correcting strategies during reading to check and clarify for understanding.
 15. Read aloud fluently (with expression, accuracy, and appropriate speed).
 16. Develop creative interpretations of reading.
 17. Select and read books for recreation.

Stage G

- 1C** - Students who meet the standard can comprehend a broad range of reading materials.

1. Use inferences to improve and/or expand knowledge obtained from text and ask open-ended questions to improve critical thinking skills.
2. Synthesize key points and supporting details to form conclusion and to apply text information to personal experience.
3. Identify story elements, major and secondary themes in text.
4. Explain how story elements and themes contribute to the reader's understanding of text.
5. Compare themes, topic, and story elements of various selections across content areas.
6. Select reading strategies for text appropriate to the reader's purpose.
7. Recognize similarities and differences when presented with varying styles or points of view.
8. Recognize the influence of media on a reader's point of view concerning the interpretation of fiction or non-fiction materials.
9. Recognize how illustrations reflect cultural styles of art and enhance meaning.
10. Explain why some points are illustrated.
11. Evaluate imagery and figurative language.
12. Use text information to interpret tables, maps, visual aids, or charts.
13. Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.

Stage H

1C - Students who meet the standard can comprehend a broad range of reading materials.

1. Use information from text to form, explain, and support questions and predictions.
2. Generate and respond to questions that reflect higher level thinking skills (e.g., analysis, synthesis, evaluation).
3. Ask open-ended questions to improve critical thinking skills.
4. Summarize and make generalizations from content and relate them to the purpose of the material.
5. Explain how the story elements, point of view, and theme contribute to reader understanding of the text.
6. Select reading strategies for text appropriate to the reader's purpose.
7. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
8. Compare story elements.
9. Analyze and evaluate author's word choice.
10. Connect, relate, interpret, and integrate information from various sources and genres (e.g., content area textbooks, novels, newspapers, magazines, poetry, drama, reference materials).
11. Synthesize key points and supporting details to form conclusions.
12. Recognize how illustrations reflect, interpret and enhance the text.
13. Draw conclusions based on information found in visual information and data.
14. Explain how visual information and data support written text.
15. Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.

Language Arts Curriculum

Seventh Grade

Literature

GOAL 2: Read and understand literature representative of various societies, eras and ideas.

Why This Goal Is Important: Literature transmits ideas, reflects societies and eras and expresses the human imagination. It brings understanding, enrichment and joy. Appreciating literature and recognizing its many forms enable students to learn and respond to ideas, issues, perspectives and actions of others. Literature study includes understanding the structure and intent of a short poem or a long, complex book. By exploring the techniques that authors use to convey messages and evoke responses, students connect literature to their own lives and daily experiences.

Learning Standard

A. Understand how literary elements and techniques are used to convey meaning.

Benchmarks

- 2.A.3a** Identify and analyze a variety of literary techniques (e.g., figurative language, allusion, dialogue, description, word choice, dialect) within classical and contemporary works representing a variety of genres.
- 2.A.3b** Describe how the development of theme, character, plot and setting contribute to the overall impact of a piece of literature.
- 2.A.3c** Identify characteristics and authors of various literary forms (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, science fiction).
- 2.A.3d** Identify ways that an author uses language structure, word choice and style to convey the author's viewpoint.

Descriptors

Stage F

- 1C** - Students who meet the standard can comprehend a broad range of reading materials.
1. Use skimming to preview reading materials and scanning to detect major visual patterns and identify text structure before reading.
 2. Identify author's ideas and purposes.
 3. Build and support plausible interpretations with evidence from the text through collaboration with others.
 4. Make connections to real world situations or related topics before and during reading.
 5. Identify main plot elements, conflicts, and themes in a variety of texts.
 6. Distinguish between significant and minor details.

7. Connect and clarify main ideas and concepts, and identify their relationship to other sources and topics.
8. Demonstrate an accurate understanding of important information in the text by focusing on the key ideas presented explicitly or implicitly.
9. Demonstrate understanding of structure through the use of graphic organizers and outlining (e.g., mapping, time lines, Venn diagrams).
10. Apply survey strategies (e.g., use of bold print, organization of content, key words, graphics).
11. Summarize ideas from text to make and defend accurate inferences about character traits and motivations.
12. Interpret the meaning of figurative language in a variety of texts.
13. Evaluate new information and hypotheses by comparing them to known information and ideas.
14. Apply self-monitoring and self-correcting strategies during reading to check and clarify for understanding.
15. Read aloud fluently (with expression, accuracy, and appropriate speed).
16. Develop creative interpretations of reading.
17. Select and read books for recreation.

Stage G

2A - Students who meet the standard can understand how literary elements and techniques are used to convey meaning.

1. Read a wide range of fiction/ nonfiction.
2. Analyze and evaluate literacy elements (e.g., character, plot, setting, theme, conflict) to determine their importance to the story.
3. Predict how the story might be different if the author changed certain literary techniques (e.g., dialect, setting, vocabulary).
4. Use literature terminology accurately (e.g., flashback, foreshadowing, metaphor, simile, personification, onomatopoeia, alliteration).
5. Identify examples of connections among an author, the cultural and historical context, and the work.
6. Use new vocabulary from literature in other contexts.
7. Identify, analyze, and compare techniques used by authors to elicit reader response.
8. Compare characteristics and elements of various literary genres (e.g., short stories, novels, dramas, poetry, biographies).
9. Make inferences regarding the motives of characters and consequences of their actions by citing the text.

Stage H

2A - Students who meet the standard can understand how literary elements and techniques are used to convey meaning.

1. Read extensively.
2. Determine which literacy elements/techniques are dominant and subordinate in text.
3. Explain how an author uses specific techniques to achieve intended effect.

4. Explain how specific elements and techniques (e.g., dialect, setting, vocabulary) enhance characterization.
5. State how changes in technique might affect aspects of the story.
6. Analyze nonfiction (e.g., 5 w's).
7. Identify details that reveal the genre (e.g., short stories, novels, dramas, poetry, biographies).
8. Use textual structure, word choice and style to identify detail that reveals the author's viewpoint.
9. Evaluate how a text reflects a culture, society, or historical period.

Learning Standard

B. Read and interpret a variety of literary works.

Benchmarks

- 2.B.3a** Respond to literary material from personal, creative and critical points of view.
- 2.B.3b** Compare and contrast common literary themes across various societies and eras.
- 2.B.3c** Analyze how characters in literature deal with conflict, solve problems and relate to real-life situations.

Descriptors

Stage F

2B - Students who meet the standard can read and interpret a variety of literary works.

1. Confirm, reject and modify questions, predictions, and hypotheses based on evidence in text.
2. Use relevant and accurate references, most of which are specific and fully supported to make generalizations from content.
3. Ask and respond to open-ended questions.
4. Compare the theme, topic, text structure, and story elements of various selections within a content area.
5. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
6. Select reading strategies for text appropriate to the reader's purpose.
7. Recognize how reader response is related to text interpretation.
8. Identify the author's controlling idea/thesis.
9. Interpret imagery and figurative language (e.g., alliteration, metaphor, simile, personification).
10. Explain how illustrators use art to express their ideas.
11. Recognize how illustrations from various cultures reflect, interpret, and enhance the text.
12. Recognize the influence media (e.g., television, film) can have on the reader's point of view concerning fiction materials.
13. Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.

Stage G

2B - Students who meet the standard can read and interpret a variety of literary works.

1. Respond to fiction using interpretive and evaluative processes.
2. Make connections from text to text, text to self, and text to world.
3. Interpret nonfiction text and informational materials.
4. Sequence information needed to carry out a procedure.
5. Distinguish between significant and minor details.
6. Extend a literary text (e.g., alternate endings, additional dialog for a character).
7. Engage in literary discussions (e.g., conflict, resolutions, relevance, background, effectiveness, realism.)

Stage H

2B - Students who meet the standard can read and interpret a variety of literary works.

1. Respond to text.
2. Make connections from text to text, text to self, and text to world.
3. Paraphrase, summarize, synthesize, and evaluate information from a variety of texts and genres.
4. Make connections between text and its culture.
5. Use literary themes to connect recurring problems over time and across cultures.
6. Investigate how attitudes toward a situation or problem change in different periods of history or in different cultures.
7. Engage in literary discussions (e.g., conflict, resolutions, relevance, background, effectiveness, realism).

Language Arts Curriculum

Seventh Grade

Writing

GOAL 3: Write to communicate for a variety of purposes.

Why This Goal Is Important: The ability to write clearly is essential to any person's effective communications. Students with high-level writing skills can produce documents that show planning and organization and effectively convey the intended message and meaning. Clear writing is critical to employment and production in today's world. Individuals must be capable of writing for a variety of audiences in differing styles, including standard rhetoric themes, business letters and reports, financial proposals and technical and professional communications. Students should be able to use word processors and computers to enhance their writing proficiency and improve their career opportunities.

Learning Standard

A. Use correct grammar, spelling, punctuation, capitalization and structure.

Benchmark

3.A.3 Write compositions that contain complete sentences and effective paragraphs using English conventions.

Descriptors

Stage F

3A - Students who meet the standard can use correct grammar, spelling, punctuation, capitalization and structure.

1. Develop multi-paragraph compositions that include an introduction, first and second level support, and a conclusion.
2. Use a variety of sentence structures (e.g., simple, compound/complex) and sentence types (i.e., declarative, interrogative, exclamatory, imperative).
3. Use basic transition words/phrases to connect ideas.
4. Proofread for correct English conventions.
5. Demonstrate appropriate use of the eight parts of speech.

Stage G

3A - Students who meet the standard can use correct grammar, spelling, punctuation, capitalization and structure.

1. Develop compositions that include a variety of sentence structures (i.e., simple, compound, complex, compound/complex) and sentence types (i.e., interrogative, exclamatory, imperative, declarative).
2. Use transitional words and phrases within and between paragraphs.
3. Proofread for correct English conventions.

4. Demonstrate appropriate use of the eight parts of speech.

Stage H

3A - Students who meet the standard can use correct grammar, spelling, punctuation, capitalization and structure.

1. Develop compositions that contain complete sentences and effective paragraphs.
2. Use effective transition words and phrases within and between paragraphs.
3. Use appropriate sentence structure (i.e., simple, compound, complex, compound/complex) and sentence types (i.e., interrogative, imperative, declarative, exclamatory).
4. Proofread for correct English conventions.

Learning Standard

B. Compose well-organized and coherent writing for specific purposes and audiences.

Benchmarks

- 3.B.3a** Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.
- 3.B.3b** Edit and revise for word choice, organization, consistent point of view and transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication.
- 3.B.2c** Expand ideas by using modifiers, subordination and standard paragraph organization.
- 3.B.2d** Edit documents for clarity, subjectivity, pronoun-antecedent agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.

Descriptors

Stage F

3B - Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.

1. Use pre-writing strategies (e.g., webbing, brainstorming, listing, note taking, outlining, graphic organizers).
2. Analyze basic audience and purpose for writing and choose the appropriate form (e.g., letters, poems, reports, narratives).
3. Establish and maintain focus/organization within and across paragraphs (coherence/cohesion).
4. Use organizational patterns (e.g., sequence, cause/effect, comparison).
5. Write using organization (e.g. introduction, body, conclusion) and elaboration (second level support) that demonstrate coherence.
6. Use figurative language.
7. Use appropriate transitional words and phrases to connect and unify key ideas.
8. Edit and revise content.

9. Select effective formats for publication.
10. Use available technology (e.g., word processing, desktop publishing, electronic dictionary/glossary, printing).

Stage G

3B - Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.

1. Use pre-writing strategies.
2. Analyze audience and purpose for writing, and choose the appropriate form (e.g., letters, editorials, reviews, poems, reports, narratives).
3. Begin to establish a personal voice and style.
4. Use an effective and coherent organizational pattern (e.g., sequence, cause/effect, comparison).
5. Write using organization (i.e., introduction, body, conclusion) and elaboration (second level support) that demonstrate coherence.
6. Use figurative language.
7. Use appropriate internal (within paragraphs) and external (between/among paragraphs) transitional words, phrases, and devices.
8. Edit and revise to maintain a consistent tone and focus throughout a piece of writing.
9. Select effective formats for publication of final product.
10. Use available technology (e.g., word processing, desktop publishing, electronic dictionary/ glossary, printing).

Stage H

3B - Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.

1. Select and apply appropriate pre-writing strategies (e.g., webbing, brainstorming, listing, note taking, outlining, research).
2. Compose a clear thesis/claim that contains the main idea in an essay.
3. Choose the appropriate form for the purpose of writing (e.g., letters, essays, poems, reports, narratives), voice, and style appropriate to the audience and purpose.
4. Use an effective, coherent organizational pattern (e.g., sequence, cause/effect, comparison, classification).
5. Write using organization (e.g., introduction, body, conclusion) and elaboration (first and second level support) that demonstrate coherence.
6. Use figurative language.
7. Use appropriate transitional words, phrases, and devices to connect and unify key ideas and claims.
8. Edit and revise to maintain a consistent voice, tone, and focus throughout a piece of writing.
9. Select effective formats for publication of final product.
10. Use available technology.

Learning Standard

C. Communicate ideas in writing to accomplish a variety of purposes.

Benchmarks

- 3.C.2a** Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).
- 3.C.2b** Produce and format compositions for specified audiences using available technology.

Descriptors

Stage F

3C - Students who meet the standard can communicate ideas in writing to accomplish a variety of purposes.

1. Use appropriate language, details, and format for a specified audience (e.g., gender, age, prior knowledge, interest).
2. Compose writing that supports a topic or thesis statement with evidence (e.g., newspaper article, pamphlet, report, brochure, manual, business letter).
3. Write a multi-paragraph narrative account (e.g., friendly letter, journal, autobiography, biographical account, memoir) that establishes a context, creates a point of view, and develops a focused impression.
4. Develop a multi-paragraph piece of persuasive writing.
5. Write creatively for a specified purpose and audience (e.g. short story, poetry, radio scripts, directions, TV commercial).
6. Compose a multi-paragraph persuasive piece which presents one position of an issue that offers sufficient support through multiple strategies (e.g., cause/effect, compare/contrast).
7. Use available technology (e.g., web pages, presentations, speeches) to design, produce, and present compositions and multi-media works.

Stage G

3C - Students who meet the standard can communicate ideas in writing to accomplish a variety of purposes.

1. Compose expository writing that supports a topic or thesis statement with evidence (e.g., newspaper article, pamphlet, report, brochure, manual, business letter).
2. Write an expanded narrative account (e.g., friendly letter, journal, autobiography, biographical account, memoir) that establishes a context, creates a point of view, and develops a focused impression.
3. Develop a multi-paragraph piece of persuasive writing.
4. Use appropriate language, details, and format for a specified audience (e.g., gender, age, prior knowledge, interest).
5. Write creatively for a specified purpose and audience (e.g. short story, poetry, radio scripts, play, TV commercial).

6. Compose a multi-paragraph persuasive piece which presents one position of an issue that offers sufficient support through multiple strategies (e.g., cause/effect, compare/contrast).
7. Use available technology (e.g., web pages, presentations, speeches) to design, produce, and present compositions and multi-media works.

Stage H

3C - Students who meet the standard can communicate ideas in writing to accomplish a variety of purposes.

1. Use appropriate language, details, and format for a specified audience.
2. Write creatively for a specified purpose and audience (e.g., short story, poetry, radio scripts, play, TV commercial).
3. Write a narrative account that establishes a context, creates a point of view, and develops a focused, powerful impression.
4. Compose a multi-paragraph piece of expository writing.
5. Compose a multi-paragraph persuasive piece which presents one position of an issue that offers sufficient support through multiple strategies (e.g., cause/effect, compare/contrast).
6. Use available technology (e.g., web pages, presentations, speeches) to design, produce, revise, and present compositions and multi-media works.

Language Arts Curriculum

Seventh Grade

Listening and Speaking

GOAL 4: Listen and speak effectively in a variety of situations.

Why This Goal Is Important: Of all the language arts, listening and speaking are those most often used on a daily basis at home, school and work or in the community. Skill in speaking is universally recognized as a primary indicator of a person's knowledge, skill and credibility. In person, by phone or through video, good listening and speaking skills are essential to sending, receiving and understanding messages. To understand messages spoken by others, students must be able to listen carefully, using specific techniques to clarify what they have heard. For speaking properly and making messages understood, grammar, sentence structure, tone, expression and emphasis must be part of students' repertoires.

Learning Standard

A. Listen effectively in formal and informal situations.

Benchmarks

- 4.A.3a** Demonstrate ways (e.g., ask probing questions, provide feedback to a speaker, summarize and paraphrase complex spoken messages) that listening attentively can improve comprehension.
- 4.A.3b** Compare a speaker's verbal and nonverbal messages.
- 4.A.3c** Restate and carry out multistep oral instructions.
- 4.A.3d** Demonstrate the ability to identify and manage barriers to listening (e.g., noise, speaker credibility, environmental distractions).

Descriptors

Stage F

4A - Students who meet the standard can listen effectively in formal and informal situations.

1. Evaluate the situation and assume appropriate listening mode.
2. Focus attention on speaker as sender of the message.
3. Identify and analyze factors that will impact the message (e.g., dialect, language styles, setting, word choice).
4. Differentiate between formal and informal purposes for listening.
5. Distinguish between nonverbal and verbal messages.
6. Differentiate between the speaker's factual and emotional content.
7. Infer speaker's bias and purpose.
8. Recognize personal bias and its impact on the message.
9. Separate main ideas from supporting facts and details.
10. Anticipate information that might be forthcoming from presenter.

11. Formulate questions needed to gather and clarify information.
12. Contribute relevant and idea-inspiring comments during discussions.
13. Paraphrase and summarize, in both oral and written form, information in formal and informal presentations.
14. Modify, control, and block out distractions.
15. Restate a set of instructions in the order given and complete the task.

Stage G

4A - Students who meet the standard can listen effectively in formal and informal situations.

1. Focus attention on speaker as sender of the message.
2. Record appropriate notes and rough outlines while listening.
3. Decide factors that will impact the message (e.g., dialect, language styles, setting, word choice).
4. Use appropriate words to describe elements such as word choice, pitch, volume, posture, tone, facial expressions, gestures, and proximity.
5. Determine meaning from speaker's words, voice, and body.
6. Differentiate between a speaker's factual and emotional content by analyzing verbal/nonverbal messages.
7. Separate main ideas, facts, and supporting details in oral messages.
8. Infer and draw conclusions (i.e., "if this is what you are saying, may I correctly conclude that ...").
9. Synthesize, analyze, and evaluate information.
10. Paraphrase and summarize, in both oral and written form, information in formal/informal presentations.
11. Ask and respond to relevant questions.
12. Follow a multi-step set of instructions to complete a task.
13. Modify, control, block out both internal and external distractions.

Stage H

4A - Students who meet the standard can listen effectively in formal and informal situations.

1. Appraise the situation and assume the appropriate listening mode.
2. Separate main ideas, supporting facts, and details while listening.
3. Record appropriate notes and rough outlines with editorial comments.
4. Critique the relationship between a speaker's verbal communication skills (e.g., word choice, pitch, feelings, tone, voice) and nonverbal messages (e.g., eye contact, gestures, facial expressions, posture, spatial proximity).
5. Determine meaning from speaker's denotations and connotations.
6. Differentiate between the speaker's factual and emotional content.
7. Infer speaker's bias and purpose. Analyze, paraphrase, and summarize information, in both oral and written form, information in formal/ informal presentations.
8. Formulate probing, idea-generating questions to clarify meaning.
9. Follow a multi-step set of instructions to complete a task.
10. Modify, control, block out both internal and external distractions.

Learning Standard

B. Speak effectively using language appropriate to the situation and audience.

Benchmarks

- 4.B.3a** Deliver planned oral presentations, using language and vocabulary appropriate to the purpose, message and audience; provide details and supporting information that clarify main ideas; and use visual aids and contemporary technology as support.
- 4.B.3b** Design and produce reports and multi-media compositions that represent group projects.
- 4.B.3c** Develop strategies to manage or overcome communication anxiety and apprehension (e.g., sentence outlining, note cards).
- 4.B.3d** Use verbal and nonverbal communication strategies to maintain communications and to resolve conflict.

Descriptors

Stage F

4B - Students who meet the standard can speak effectively using language appropriate to the situation and audience.

1. Analyze characteristics of one's audience and prepare appropriate presentations.
2. Evaluate and select details appropriate for informing, entertaining and persuading.
3. Align vocabulary and style to the intent of the message.
4. Use language that is clear, audible, and appropriate.
5. Use appropriate grammar, word choice, and pacing.
6. Incorporate appropriate nonverbal expressions that support the message (e.g., facial expressions, gestures, posture, eye contact).
7. Use notes and outlines.
8. Prepare and practice a presentation to fit within a given time limit.
9. Use rehearsal techniques (e.g., taking deep breaths, recording or video taping presentation) to plan and practice the presentation.
10. Contribute meaningfully to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately-aligned vocabulary, appropriate rate and volume).
11. Identify and use discussion techniques to arrive at a consensus of opinion.

Stage G

4B - Students who meet the standard can speak effectively using language appropriate to the situation and audience.

1. Align content, vocabulary, rate, volume, and style with the characteristics of the audience and intent of the message.
2. Employ an engaging introduction, appropriate organization, and an effective conclusion.
3. Incorporate nonverbal expressions that are appropriate to the message (e.g., facial expressions, gestures, posture, eye contact).
4. Use language that is clear, audible, and appropriate.

5. Use appropriate grammar, word choice, and pacing.
6. Use notes, outlines, and visual aids.
7. Prepare and practice a presentation to fit within a given time limit.
8. Use rehearsal techniques (e.g., taking deep breaths, record or video tape presentation) to practice the presentation.
9. Contribute meaningfully to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately-aligned vocabulary, appropriate rate and volume).
10. Identify and use discussion techniques to arrive at a consensus of opinion.

Stage H

4B - Students who meet the standard can speak effectively using language appropriate to the situation and audience.

1. Align content, vocabulary, rate, volume, and style with the characteristics of the audience and intent of the message.
2. Employ an engaging introduction, appropriate organization, and an effective conclusion.
3. Use verbal and nonverbal cues to engage the audience.
4. Use language that is clear, audible, and appropriate.
5. Use appropriate grammar, word choice, and pacing.
6. Utilize available technological resources (e.g., Internet, video, overhead, pictures, maps, diagrams).
7. Incorporate feedback to make impromptu modifications.
8. Manage use of note cards, graphic organizers, various forms of outlining and/or other visual aids in oral presentations.
9. Discuss a problem, list possible solutions, and analyze and evaluate solutions to arrive at a group consensus.
10. Evaluate and provide evidence to support synthesis of other people's content or feelings.
11. Rehearse presentations to overcome communication anxiety and apprehension.
12. Demonstrate composure while confronting and rebutting opposing viewpoints.

Language Arts Curriculum

Seventh Grade

Research

GOAL 5: Use the language arts to acquire, assess and communicate information.

Why This Goal Is Important: To be successful in school and in the world of work, students must be able to use a wide variety of information resources (written, visual and electronic). They must also know how to frame questions for inquiry, identify and organize relevant information and communicate it effectively in a variety of formats. These skills are critical in school across all learning areas and are key to successful career and lifelong learning experiences.

Learning Standard

A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.

Benchmarks

5.A.3a Identify appropriate resources to solve problems or answer questions through research.

5.A.3b Design a project related to contemporary issues (e.g., real-world math, career development, community service) using multiple sources.

Descriptors

Stage F

5A - Students who meet the standard can locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

1. Select a topic from a list of topics.
2. Formulate questions to direct research.
3. Gather information based on hypotheses.
4. Define the focus of research.
5. Apply criteria for determining credibility of sources.
6. Choose a variety of resources (e.g., newspaper, magazine, reference books, electronic information) to gain new information.
7. Organize and integrate information from a variety of sources (e.g., books, interviews, library reference materials, web sites, CD/ROMS).
8. Arrange information in an orderly manner (e.g., outlining, sequencing).
9. Develop a bibliography using a simple, acceptable form.
10. Design and prepare a project using multiple sources.

Stage G

5A - Students who meet the standard can locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

1. Select a topic from a list of topics.

2. Formulate questions to direct research.
3. Identify approaches (e.g., problem/solution, comparison, narrative history, research paper).
4. Define the focus of research.
5. Apply criteria for determining credibility for each source identified.
6. Choose a variety of resources (e.g., newspaper, magazine, reference books, electronic information) to gain new information.
7. Arrange information in an orderly manner (e.g., note cards, outlining).

Stage H

5A - Students who meet the standard can locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

1. Survey, with appropriate guidance, a subject and select a topic.
2. Identify steps that need to be taken to present an idea or solve a problem using multiple sources.
3. Choose a variety of sources to gain new information or solve a problem.
4. Identify accurate, current, and credible sources to solve problems or answer questions through research.
5. Arrange information in an orderly manner (e.g., outlining, sequencing.)
6. Follow appropriate style manual accurately (e.g., APA, MLA).

Learning Standard

B. Analyze and evaluate information acquired from various sources.

Benchmarks

5.B.3a Choose and analyze information sources for individual, academic and functional purposes.

5.B.3b Identify, evaluate and cite primary sources.

Descriptors

Stage F

5B - Students who meet the standard can analyze and evaluate information acquired from various sources.

1. Analyze information from primary print and non-print sources.
2. Evaluate sources by applying a set of criteria (e.g., accuracy, timeliness, reliability).
3. Use information from footnotes, illustrations, diagrams, charts, and graphs.
4. Evaluate and select primary and secondary sources.
5. Use a bibliography for a variety of purposes.
6. Develop a bibliography using a simple, acceptable form.
7. Cite the source of all direct quotations.
8. Cite the source of all paraphrased/summarized information.

Stage G

5B - Students who meet the standard can analyze and evaluate information acquired from various sources.

1. Analyze information from primary and secondary print and non-print sources.
2. Develop a bibliography from identified and evaluated information.
3. Cite the source(s) of all direct quotations.
4. Cite source(s) of all paraphrased and summarized information.
5. Recognize how to develop a source(s) cited page.

Stage H

5B - Students who meet the standard can analyze and evaluate information acquired from various sources.

1. Analyze information from primary and secondary print and non-print sources.
2. Develop a bibliography/ source(s) cited from identified and evaluated information.
3. Cite the source(s) of all direct quotations and paraphrased/summarized information.
4. Recognize how to develop source(s) cited page from only the sources used in paper.

Learning Standard

C. Apply acquired information, concepts and ideas to communicate in a variety of formats.

Benchmarks

- 5.C.3a** Plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources.
- 5.C.3b** Prepare and orally present original work (e.g., poems, monologues, reports, plays, stories) supported by research.
- 5.C.3c** Take notes, conduct interviews, organize and report information in oral, visual and electronic formats.

Descriptors

Stage F

5C - Students who meet the standard can apply acquired information, concepts and ideas to communicate in a variety of formats.

1. Select and justify adaptations in format to accommodate characteristics of audiences (e.g., age, background, interest level, group size) and purposes of the presentation (e.g., inform, persuade, entertain).
2. Evaluate and select text, graphic materials, or visual aids to present information (e.g., charts, written reports, banners, maps, models, artifacts, student-created games).
3. Communicate, in an appropriate format, information that was gathered by either inquiry or research (e.g., interviews, surveys, software presentations).

Stage G

5C - Students who meet the standard can apply acquired information, concepts and ideas to communicate in a variety of formats.

1. Analyze and synthesize original work and researched information.
2. Evaluate use of text, graphic materials, and visual aids to present information.
3. Select and justify adaptations in format to accommodate characteristics of audiences (e.g., age, background, interest level, group size) and purposes of the presentation (e.g., inform, persuade, entertain).
4. Design and present a project (e.g., written report, graphics, visuals, multi-media presentations).

Stage H

5C - Students who meet the standard can apply acquired information, concepts and ideas to communicate in a variety of formats.

1. Analyze, evaluate, and synthesize original work and researched information.
2. Use effective print and non-print documents.
3. Justify adaptations in format to accommodate characteristics of audiences (e.g., age, background, interest level, group size) and purposes of the presentation (e.g., inform, persuade, entertain).
4. Design and present a project (e.g., written report, graphics, visuals, multi-media presentations) that:
 - Effectively communicates the intended message;
 - Engages the audience's interest;
 - Establishes and maintains a focus;
 - Organizes around a structure appropriate to purpose, audience, and context;
 - Elaborates ideas through facts, details, description, analysis, and narration;
 - Cites or credits sources appropriately; and uses self, peer, or teacher feedback where appropriate.

Language Arts Curriculum

Eighth Grade

Reading

GOAL 1: Read with understanding and fluency.

Why This Goal Is Important: Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely build a strong foundation for learning in all areas of life.

Learning Standard

A. Apply word analysis and vocabulary skills to comprehend selections.

Benchmarks

- 1.A.3a** Apply knowledge of word origins and derivations to comprehend words used in specific content areas (e.g., scientific, political, literary, mathematical).
- 1.A.3b** Analyze the meaning of words and phrases in their context.

Descriptors

Stage G

1A - Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections.

1. Use prefixes, suffixes, and root words to understand word meanings.
2. Apply knowledge of structural analysis to construct meaning of unfamiliar words.
3. Determine the meaning of words in context using denotation and connotation strategies.
4. Recall multiple meanings of a word in context and select appropriate meaning.
5. Identify and interpret idioms, similes, analogies, and metaphors to express implied meanings.
6. Identify the effect of literary devices (e.g., figurative language, description, and dialogue) in text.

Stage H

1A - Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections.

1. Use word origins and derivations to understand meanings of new words.
2. Apply knowledge of structural analysis to construct meaning of difficult or unfamiliar words.
3. Infer the appropriate meaning of a word in context when the word has multiple meanings.

4. Interpret idioms, similes, analogies, and metaphors to express implied meanings.
5. Identify the effect of literary devices (e.g., allusion, diction, figurative language, imagery) in text.
6. Interpret the effect of authors' decisions regarding word choice, content, and literary elements upon the text.
7. Recognize specialized vocabulary/terminology.

Stage I

1A - Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections.

1. Expand knowledge of word origins and derivations.
2. Use idioms, analogies, metaphors, and similes to extend vocabulary development.
3. Apply knowledge of roots and affixes to comprehend the meaning of unfamiliar or difficult words, terms, or phrases.
4. Identify and analyze the meanings of specialized vocabulary/terminology.
5. Analyze the structure and function of words in context.
6. Analyze and interpret word usage in traditional and contemporary sources (e.g., books, lyrics, speeches).
7. Interpret American idioms to strengthen comprehension.
8. Identify analogy in text and use analogy to explain a relationship.

Learning Standard

B. Apply reading strategies to improve understanding and fluency.

Benchmarks

- 1.B.3a** Preview reading materials, make predictions and relate reading to information from other sources.
- 1.B.3b** Identify text structure and create a visual representation (e.g., graphic organizer, outline, drawing) to use while reading.
- 1.B.3c** Continuously check and clarify for understanding (e.g., in addition to previous skills, draw comparisons to other readings).
- 1.B.3d** Read age-appropriate material with fluency and accuracy.

Descriptors

Stage G

1A - Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections.

1. Use prefixes, suffixes, and root words to understand word meanings.
2. Apply knowledge of structural analysis to construct meaning of unfamiliar words.
3. Determine the meaning of words in context using denotation and connotation strategies.
4. Recall multiple meanings of a word in context and select appropriate meaning.
5. Identify and interpret idioms, similes, analogies, and metaphors to express implied meanings.

6. Identify the effect of literary devices (e.g., figurative language, description, and dialogue) in text.

Stage H

1B - Students who meet the standard can apply reading strategies to improve understanding and fluency.

1. Preview reading materials using pre-reading strategies (e.g., skimming, scanning, predicting, SQ3R).
2. Relate literature selections and informational text to self, world, and other texts.
3. Identify text structure and create a mental/visual representation (e.g., graphic organizer, outline, drawing) to use while reading.
4. Apply self-monitoring and self-correcting strategies continuously to clarify understanding (e.g., in addition to previous skills, draw comparisons to other readings).

Stage I

1B - Students who meet the standard can apply reading strategies to improve understanding and fluency.

1. Use previewing and predicting before reading, and questioning during reading.
2. Relate reading with information from other sources (e.g., prior knowledge, personal experience, other reading) using a variety of strategies.
3. Analyze a variety of texts for purpose, structure, content, detail, and effect.
4. Interpret and compare a variety of texts for purpose, structure, content, detail, and effect.
5. Analyze overall themes and discover coherence.
6. Clarify meaning of text by focusing on the key ideas presented explicitly or implicitly.
7. Identify how different content areas require different organizational structures (e.g., science text, literary text).
8. Demonstrate fluency by reading aloud a variety of materials (e.g., dialogue, dramatizations).
9. Select and read books for recreation.

Learning Standard

C. Comprehend a broad range of reading materials.

Benchmarks

- 1.C.3a** Use information to form, explain and support questions and predictions.
- 1.C.3b** Interpret and analyze entire narrative text using story elements, point of view and theme.
- 1.C.3c** Compare, contrast and evaluate ideas and information from various sources and genres.
- 1.C.3d** Summarize and make generalizations from content and relate them to the purpose of the material.

- 1.C.3e** Compare how authors and illustrators use text and art across materials to express their ideas (e.g., foreshadowing, flashbacks, color, strong verbs, language that inspires).
- 1.C.3f** Interpret tables that display textual information and data in visual formats.

Descriptors

Stage G

- 1C** - Students who meet the standard can comprehend a broad range of reading materials.
1. Use inferences to improve and/or expand knowledge obtained from text and ask open-ended questions to improve critical thinking skills.
 2. Synthesize key points and supporting details to form conclusion and to apply text information to personal experience.
 3. Identify story elements, major and secondary themes in text.
 4. Explain how story elements and themes contribute to the reader's understanding of text.
 5. Compare themes, topic, and story elements of various selections across content areas.
 6. Select reading strategies for text appropriate to the reader's purpose.
 7. Recognize similarities and differences when presented with varying styles or points of view.
 8. Recognize the influence of media on a reader's point of view concerning the interpretation of fiction or non-fiction materials.
 9. Recognize how illustrations reflect cultural styles of art and enhance meaning.
 10. Explain why some points are illustrated.
 11. Evaluate imagery and figurative language.
 12. Use text information to interpret tables, maps, visual aids, or charts.
 13. Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.

Stage H

- 1C** - Students who meet the standard can comprehend a broad range of reading materials.
1. Use information from text to form, explain, and support questions and predictions.
 2. Generate and respond to questions that reflect higher level thinking skills (e.g., analysis, synthesis, evaluation).
 3. Ask open-ended questions to improve critical thinking skills.
 4. Summarize and make generalizations from content and relate them to the purpose of the material.
 5. Explain how the story elements, point of view, and theme contribute to reader understanding of the text.
 6. Select reading strategies for text appropriate to the reader's purpose.
 7. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
 8. Compare story elements.
 9. Analyze and evaluate author's word choice.

10. Connect, relate, interpret, and integrate information from various sources and genres (e.g., content area textbooks, novels, newspapers, magazines, poetry, drama, reference materials).
11. Synthesize key points and supporting details to form conclusions.
12. Recognize how illustrations reflect, interpret and enhance the text.
13. Draw conclusions based on information found in visual information and data.
14. Explain how visual information and data support written text.
15. Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.

Stage I

1C - Students who meet the standard can comprehend a broad range of reading materials.

1. Ask questions before, during, and after reading which demonstrate that understanding of the reading has progressed.
2. Use topic, theme, organizational patterns, context, and point of view to guide interpretation.
3. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparisons.
4. Analyze how authors and illustrators use text and art to express and emphasize their ideas (e.g., imagery, multiple points of view).
5. Identify and use criteria for evaluating the accuracy of text information.
6. Summarize and make generalizations from content and relate them to the purpose of the material.
7. Recognize kinds of writing (e.g., expository, persuasive, narrative).
8. Explain and justify an interpretation of the text using relevant, accurate references.
9. Challenge ideas presented in a text through questions about specific parts of the text.
10. Interpret tables, graphs, diagrams, and maps in conjunction with related text by drawing conclusions to support text.

Language Arts Curriculum

Eighth Grade

Literature

GOAL 2: Read and understand literature representative of various societies, eras and ideas.

Why This Goal Is Important: Literature transmits ideas, reflects societies and eras and expresses the human imagination. It brings understanding, enrichment and joy. Appreciating literature and recognizing its many forms enable students to learn and respond to ideas, issues, perspectives and actions of others. Literature study includes understanding the structure and intent of a short poem or a long, complex book. By exploring the techniques that authors use to convey messages and evoke responses, students connect literature to their own lives and daily experiences.

Learning Standard

A. Understand how literary elements and techniques are used to convey meaning.

Benchmarks

- 2.A.3a** Identify and analyze a variety of literary techniques (e.g., figurative language, allusion, dialogue, description, word choice, dialect) within classical and contemporary works representing a variety of genres.
- 2.A.3b** Describe how the development of theme, character, plot and setting contribute to the overall impact of a piece of literature.
- 2.A.3c** Identify characteristics and authors of various literary forms (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, science fiction).
- 2.A.3d** Identify ways that an author uses language structure, word choice and style to convey the author's viewpoint.

Descriptors

Stage G

2A - Students who meet the standard can understand how literary elements and techniques are used to convey meaning.

1. Read a wide range of fiction/ nonfiction.
2. Analyze and evaluate literacy elements (e.g., character, plot, setting, theme, conflict) to determine their importance to the story.
3. Predict how the story might be different if the author changed certain literary techniques (e.g., dialect, setting, vocabulary).
4. Use literature terminology accurately (e.g., flashback, foreshadowing, metaphor, simile, personification, onomatopoeia, alliteration).
5. Identify examples of connections among an author, the cultural and historical context, and the work.

6. Use new vocabulary from literature in other contexts.
7. Identify, analyze, and compare techniques used by authors to elicit reader response.
8. Compare characteristics and elements of various literary genres (e.g., short stories, novels, dramas, poetry, biographies).
9. Make inferences regarding the motives of characters and consequences of their actions by citing the text.

Stage H

2A - Students who meet the standard can understand how literary elements and techniques are used to convey meaning.

1. Read extensively.
2. Determine which literacy elements/techniques are dominant and subordinate in text.
3. Explain how an author uses specific techniques to achieve intended effect.
4. Explain how specific elements and techniques (e.g., dialect, setting, vocabulary) enhance characterization.
5. State how changes in technique might affect aspects of the story.
6. Analyze nonfiction (e.g., 5 w's).
7. Identify details that reveal the genre (e.g., short stories, novels, dramas, poetry, biographies).
8. Use textual structure, word choice and style to identify detail that reveals the author's viewpoint.
9. Evaluate how a text reflects a culture, society, or historical period.

Stage I

2A - Students who meet the standard can understand how literary elements and techniques are used to convey meaning.

1. Explain how the author uses literary techniques to achieve the intended effect.
2. Support assertions with evidence from the text.
3. Explain how the author uses literary elements (e.g., point of view, character) to achieve an intended effect.
4. Identify details that reveal the author's style.
5. Evaluate the impact of the author's word choice, language structure, and syntax.
6. Identify the details that reveal the genre (e.g., short stories, novels, dramas, fables, biographies).
7. Demonstrate an understanding of the interrelationships among reader, author, form, and text.
8. Evaluate how a text reflects a culture, society, or historical period.

Learning Standard

B. Read and interpret a variety of literary works.

Benchmarks

2.B.3a Respond to literary material from personal, creative and critical points of view.

- 2.B.3b** Compare and contrast common literary themes across various societies and eras.
- 2.B.3c** Analyze how characters in literature deal with conflict, solve problems and relate to real-life situations.

Descriptors

Stage G

2B - Students who meet the standard can read and interpret a variety of literary works.

1. Respond to fiction using interpretive and evaluative processes.
2. Make connections from text to text, text to self, and text to world.
3. Interpret nonfiction text and informational materials.
4. Sequence information needed to carry out a procedure.
5. Distinguish between significant and minor details.
6. Extend a literary text (e.g., alternate endings, additional dialog for a character).
7. Engage in literary discussions (e.g., conflict, resolutions, relevance, background, effectiveness, realism.)

Stage H

2B - Students who meet the standard can read and interpret a variety of literary works.

1. Respond to text.
2. Make connections from text to text, text to self, and text to world.
3. Paraphrase, summarize, synthesize, and evaluate information from a variety of texts and genres.
4. Make connections between text and its culture.
5. Use literary themes to connect recurring problems over time and across cultures.
6. Investigate how attitudes toward a situation or problem change in different periods of history or in different cultures.
7. Engage in literary discussions (e.g., conflict, resolutions, relevance, background, effectiveness, realism).

Stage I

2B - Students who meet the standard can read and interpret a variety of literary works.

1. Identify ideas and impressions communicated through a variety of literary works.
2. Respond to text by evaluating key ideas.
3. Support an evaluation of the text using content from the media.
4. Make connections between a text and its cultural environment.
5. Evaluate how attitudes toward a situation or problem (e.g., attitudes concerning environment, immigrants, poverty, parent-child relationships) change in different periods of history or in different cultures.
6. Evaluate a character's behavior.
7. Engage in literary discussions (e.g., conflict, resolutions, relevance, background, effectiveness, realism).

Language Arts Curriculum

Eighth Grade

Writing

GOAL 3: Write to communicate for a variety of purposes.

Why This Goal Is Important: The ability to write clearly is essential to any person's effective communications. Students with high-level writing skills can produce documents that show planning and organization and effectively convey the intended message and meaning. Clear writing is critical to employment and production in today's world. Individuals must be capable of writing for a variety of audiences in differing styles, including standard rhetoric themes, business letters and reports, financial proposals and technical and professional communications. Students should be able to use word processors and computers to enhance their writing proficiency and improve their career opportunities.

Learning Standard

A. Use correct grammar, spelling, punctuation, capitalization and structure.

Benchmark

3.A.3 Write compositions that contain complete sentences and effective paragraphs using English conventions.

Descriptors

Stage G

3A - Students who meet the standard can use correct grammar, spelling, punctuation, capitalization and structure.

1. Develop compositions that include a variety of sentence structures (i.e., simple, compound, complex, compound/complex) and sentence types (i.e., interrogative, exclamatory, imperative, declarative).
2. Use transitional words and phrases within and between paragraphs.
3. Proofread for correct English conventions.
4. Demonstrate appropriate use of the eight parts of speech.

Stage H

3A - Students who meet the standard can use correct grammar, spelling, punctuation, capitalization and structure.

1. Develop compositions that contain complete sentences and effective paragraphs.
2. Use effective transition words and phrases within and between paragraphs.
3. Use appropriate sentence structure (i.e., simple, compound, complex, compound/complex) and sentence types (i.e., interrogative, imperative, declarative, exclamatory).
4. Proofread for correct English conventions.

Stage I

3A - Students who meet the standard can use correct grammar, spelling, punctuation, capitalization and structure.

1. Compose and edit using Standard English (e.g., clarity, subject/verb agreement, adverb/adjective agreement, verb tense, audience, purpose for writing).
2. Format documents in final form for submission and/or publication.
3. Proofread for correct English conventions.

Learning Standard

B. Compose well-organized and coherent writing for specific purposes and audiences.

Benchmarks

- 3.B.3a** Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.
- 3.B.3b** Edit and revise for word choice, organization, consistent point of view and transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication.
- 3.B.2c** Expand ideas by using modifiers, subordination and standard paragraph organization.
- 3.B.2d** Edit documents for clarity, subjectivity, pronoun-antecedent agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.

Descriptors

Stage G

3B - Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.

1. Use pre-writing strategies.
2. Analyze audience and purpose for writing, and choose the appropriate form (e.g., letters, editorials, reviews, poems, reports, narratives).
3. Begin to establish a personal voice and style.
4. Use an effective and coherent organizational pattern (e.g., sequence, cause/effect, comparison).
5. Write using organization (i.e., introduction, body, conclusion) and elaboration (second level support) that demonstrate coherence.
6. Use figurative language.
7. Use appropriate internal (within paragraphs) and external (between/among paragraphs) transitional words, phrases, and devices.
8. Edit and revise to maintain a consistent tone and focus throughout a piece of writing.
9. Select effective formats for publication of final product.

10. Use available technology (e.g., word processing, desktop publishing, electronic dictionary/ glossary, printing).

Stage H

3B - Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.

1. Select and apply appropriate pre-writing strategies (e.g., webbing, brainstorming, listing, note taking, outlining, research).
2. Compose a clear thesis/claim that contains the main idea in an essay.
3. Choose the appropriate form for the purpose of writing (e.g., letters, essays, poems, reports, narratives), voice, and style appropriate to the audience and purpose.
4. Use an effective, coherent organizational pattern (e.g., sequence, cause/effect, comparison, classification).
5. Write using organization (e.g., introduction, body, conclusion) and elaboration (first and second level support) that demonstrate coherence.
6. Use figurative language.
7. Use appropriate transitional words, phrases, and devices to connect and unify key ideas and claims.
8. Edit and revise to maintain a consistent voice, tone, and focus throughout a piece of writing.
9. Select effective formats for publication of final product.
10. Use available technology.

Stage I

3B - Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.

1. Use writing process of prewriting, drafting, revision, editing, and publication to produce work.
2. Compose a clear thesis/claim that contains the main idea in an essay.
3. Defend word and/or technique choice appropriate for specific audiences.
4. Alter a document to address a different audience and/or purpose.
5. Use a variety of genres (e.g., essay, poetry, short story).
6. Evaluate and use figurative language.
7. Identify and use analogy in writing.
8. Use a variety of revision strategies to improve clarity of work.

Learning Standard

C. Communicate ideas in writing to accomplish a variety of purposes.

Benchmarks

3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).

3.C.2b Produce and format compositions for specified audiences using available technology.

Descriptors

Stage G

3C - Students who meet the standard can communicate ideas in writing to accomplish a variety of purposes.

1. Compose expository writing that supports a topic or thesis statement with evidence (e.g., newspaper article, pamphlet, report, brochure, manual, business letter).
2. Write an expanded narrative account (e.g., friendly letter, journal, autobiography, biographical account, memoir) that establishes a context, creates a point of view, and develops a focused impression.
3. Develop a multi-paragraph piece of persuasive writing.
4. Use appropriate language, details, and format for a specified audience (e.g., gender, age, prior knowledge, interest).
5. Write creatively for a specified purpose and audience (e.g. short story, poetry, radio scripts, play, TV commercial).
6. Compose a multi-paragraph persuasive piece which presents one position of an issue that offers sufficient support through multiple strategies (e.g., cause/effect, compare/contrast).
7. Use available technology (e.g., web pages, presentations, speeches) to design, produce, and present compositions and multi-media works.

Stage H

3C - Students who meet the standard can communicate ideas in writing to accomplish a variety of purposes.

1. Use appropriate language, details, and format for a specified audience.
2. Write creatively for a specified purpose and audience (e.g., short story, poetry, radio scripts, play, TV commercial).
3. Write a narrative account that establishes a context, creates a point of view, and develops a focused, powerful impression.
4. Compose a multi-paragraph piece of expository writing.
5. Compose a multi-paragraph persuasive piece which presents one position of an issue that offers sufficient support through multiple strategies (e.g., cause/effect, compare/contrast).
6. Use available technology (e.g., web pages, presentations, speeches) to design, produce, revise, and present compositions and multi-media works.

Stage I

3C - Students who meet the standard can communicate ideas in writing to accomplish a variety of purposes.

1. Compose informational writing (e.g., narrative, expository, persuasive, argumentative) that supports a topic or thesis statement with well-articulated evidence.
2. Compose an argumentative paper that objectively evaluates 2 or more positions on an issue and selects the best position, based on the evidence presented.

3. Complete a sample application accurately using standard grammatical conventions.
4. Adjust voice, tone, vocabulary, and grammatical conventions according to both purpose and audience.
5. Demonstrate the proper format/conventions for business letters.
6. Convert a formal letter into an informal one (or vice versa).
7. Develop a cover letter and resume for a particular job title.
8. Write creatively for a specified purpose and audience.
9. Use available technology to draft, design, produce, revise, and present compositions and multimedia works for specified audiences.

Language Arts Curriculum

Eighth Grade

Listening and Speaking

GOAL 4: Listen and speak effectively in a variety of situations.

Why This Goal Is Important: Of all the language arts, listening and speaking are those most often used on a daily basis at home, school and work or in the community. Skill in speaking is universally recognized as a primary indicator of a person's knowledge, skill and credibility. In person, by phone or through video, good listening and speaking skills are essential to sending, receiving and understanding messages. To understand messages spoken by others, students must be able to listen carefully, using specific techniques to clarify what they have heard. For speaking properly and making messages understood, grammar, sentence structure, tone, expression and emphasis must be part of students' repertoires.

Learning Standard

A. Listen effectively in formal and informal situations.

Benchmarks

- 4.A.3a** Demonstrate ways (e.g., ask probing questions, provide feedback to a speaker, summarize and paraphrase complex spoken messages) that listening attentively can improve comprehension.
- 4.A.3b** Compare a speaker's verbal and nonverbal messages.
- 4.A.3c** Restate and carry out multistep oral instructions.
- 4.A.3d** Demonstrate the ability to identify and manage barriers to listening (e.g., noise, speaker credibility, environmental distractions).

Descriptors

Stage G

4A - Students who meet the standard can listen effectively in formal and informal situations.

1. Focus attention on speaker as sender of the message.
2. Record appropriate notes and rough outlines while listening.
3. Decide factors that will impact the message (e.g., dialect, language styles, setting, word choice).
4. Use appropriate words to describe elements such as word choice, pitch, volume, posture, tone, facial expressions, gestures, and proximity.
5. Determine meaning from speaker's words, voice, and body.
6. Differentiate between a speaker's factual and emotional content by analyzing verbal/nonverbal messages.
7. Separate main ideas, facts, and supporting details in oral messages.

8. Infer and draw conclusions (i.e., “if this is what you are saying, may I correctly conclude that ...”).
9. Synthesize, analyze, and evaluate information.
10. Paraphrase and summarize, in both oral and written form, information in formal/informal presentations.
11. Ask and respond to relevant questions.
12. Follow a multi-step set of instructions to complete a task.
13. Modify, control, block out both internal and external distractions.

Stage H

4A - Students who meet the standard can listen effectively in formal and informal situations.

1. Appraise the situation and assume the appropriate listening mode.
2. Separate main ideas, supporting facts, and details while listening.
3. Record appropriate notes and rough outlines with editorial comments.
4. Critique the relationship between a speaker’s verbal communication skills (e.g., word choice, pitch, feelings, tone, voice) and nonverbal messages (e.g., eye contact, gestures, facial expressions, posture, spatial proximity).
5. Determine meaning from speaker’s denotations and connotations.
6. Differentiate between the speaker’s factual and emotional content.
7. Infer speaker’s bias and purpose. Analyze, paraphrase, and summarize information, in both oral and written form, information in formal/ informal presentations.
8. Formulate probing, idea-generating questions to clarify meaning.
9. Follow a multi-step set of instructions to complete a task.
10. Modify, control, block out both internal and external distractions.

Stage I

4A - Students who meet the standard can listen effectively in formal and informal situations.

1. Demonstrate understanding of material, concepts, and ideas in formal/informal presentations.
2. Analyze, synthesize, and evaluate information from recorded materials and live presentations.
3. Paraphrase and summarize, with appropriate editorial comments, information from formal, informal, and media presentations.
4. Ask probing, idea-generating questions and make appropriate statements to clarify and add to meaning.
5. Analyze and evaluate verbal and nonverbal cues.
6. Critique the relationship between a speaker’s verbal communication skills (e.g., work choice, pitch, feelings, tone, voice) and nonverbal messages (e.g., eye contact, gestures, facial expressions, posture, spatial proximity).
7. Modify, control, block out both internal and external distractions.

Learning Standard

B. Speak effectively using language appropriate to the situation and audience.

Benchmarks

- 4.B.3a** Deliver planned oral presentations, using language and vocabulary appropriate to the purpose, message and audience; provide details and supporting information that clarify main ideas; and use visual aids and contemporary technology as support.
- 4.B.3b** Design and produce reports and multi-media compositions that represent group projects.
- 4.B.3c** Develop strategies to manage or overcome communication anxiety and apprehension (e.g., sentence outlining, note cards).
- 4.B.3d** Use verbal and nonverbal communication strategies to maintain communications and to resolve conflict.

Descriptors

Stage G

4B - Students who meet the standard can speak effectively using language appropriate to the situation and audience.

1. Align content, vocabulary, rate, volume, and style with the characteristics of the audience and intent of the message.
2. Employ an engaging introduction, appropriate organization, and an effective conclusion.
3. Incorporate nonverbal expressions that are appropriate to the message (e.g., facial expressions, gestures, posture, eye contact).
4. Use language that is clear, audible, and appropriate.
5. Use appropriate grammar, word choice, and pacing.
6. Use notes, outlines, and visual aids.
7. Prepare and practice a presentation to fit within a given time limit.
8. Use rehearsal techniques (e.g., taking deep breaths, record or video tape presentation) to practice the presentation.
9. Contribute meaningfully to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately-aligned vocabulary, appropriate rate and volume).
10. Identify and use discussion techniques to arrive at a consensus of opinion.

Stage H

4B - Students who meet the standard can speak effectively using language appropriate to the situation and audience.

1. Align content, vocabulary, rate, volume, and style with the characteristics of the audience and intent of the message.
2. Employ an engaging introduction, appropriate organization, and an effective conclusion.
3. Use verbal and nonverbal cues to engage the audience.
4. Use language that is clear, audible, and appropriate.
5. Use appropriate grammar, word choice, and pacing.

6. Utilize available technological resources (e.g., Internet, video, overhead, pictures, maps, diagrams).
7. Incorporate feedback to make impromptu modifications.
8. Manage use of note cards, graphic organizers, various forms of outlining and/or other visual aids in oral presentations.
9. Discuss a problem, list possible solutions, and analyze and evaluate solutions to arrive at a group consensus.
10. Evaluate and provide evidence to support synthesis of other people's content or feelings.
11. Rehearse presentations to overcome communication anxiety and apprehension.
12. Demonstrate composure while confronting and rebutting opposing viewpoints.

Stage I

4B - Students who meet the standard can speak effectively using language appropriate to the situation and audience.

1. Communicate effectively the intended message.
2. Use effective verbal and nonverbal feedback (response) strategies to adjust message.
3. Use a variety of verbal and nonverbal cues (e.g., pauses, posture change, location, tone of voice.)
4. Use language that is clear, audible, and appropriate.
5. Use appropriate grammar, word choice, and pacing.
6. Demonstrate effective use of visual aids and available technology.
7. Rehearse presentations to overcome communication anxiety and apprehension.
8. Demonstrate composure while confronting or rebutting opposing views.
9. Recognize and assume differing roles within a group.
10. Discuss a problem within a group setting, list and evaluate possible solutions to attempt consensus.

Language Arts Curriculum

Eighth Grade

Research

GOAL 5: Use the language arts to acquire, assess and communicate information.

Why This Goal Is Important: To be successful in school and in the world of work, students must be able to use a wide variety of information resources (written, visual and electronic). They must also know how to frame questions for inquiry, identify and organize relevant information and communicate it effectively in a variety of formats. These skills are critical in school across all learning areas and are key to successful career and lifelong learning experiences.

Learning Standard

A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.

Benchmarks

5.A.3a Identify appropriate resources to solve problems or answer questions through research.

5.A.3b Design a project related to contemporary issues (e.g., real-world math, career development, community service) using multiple sources.

Descriptors

Stage G

5A - Students who meet the standard can locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

1. Select a topic from a list of topics.
2. Formulate questions to direct research.
3. Identify approaches (e.g., problem/solution, comparison, narrative history, research paper).
4. Define the focus of research.
5. Apply criteria for determining credibility for each source identified.
6. Choose a variety of resources (e.g., newspaper, magazine, reference books, electronic information) to gain new information.
7. Arrange information in an orderly manner (e.g., note cards, outlining).

Stage H

5A - Students who meet the standard can locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

1. Survey, with appropriate guidance, a subject and select a topic.

2. Identify steps that need to be taken to present an idea or solve a problem using multiple sources.
3. Choose a variety of sources to gain new information or solve a problem.
4. Identify accurate, current, and credible sources to solve problems or answer questions through research.
5. Arrange information in an orderly manner (e.g., outlining, sequencing.)
6. Follow appropriate style manual accurately (e.g., APA, MLA).

Stage I

5A - Students who meet the standard can locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

1. Survey, with minimal guidance, a subject and select a topic.
2. Distinguish among kinds of information needed to solve a problem, present possible solutions, or extend information about a topic or problem (e.g., fact/opinion, example/evidence).
3. Apply criteria for determining the credibility of multiple sources of information.
4. Organize information for different formats (e.g., narrative report, data analysis).
5. Follow appropriate style manual accurately (e.g., APA, MLA).

Learning Standard

B. Analyze and evaluate information acquired from various sources.

Benchmarks

5.B.3a Choose and analyze information sources for individual, academic and functional purposes.

5.B.3b Identify, evaluate and cite primary sources.

Descriptors

Stage G

5B - Students who meet the standard can analyze and evaluate information acquired from various sources.

1. Analyze information from primary and secondary print and non-print sources.
2. Develop a bibliography from identified and evaluated information.
3. Cite the source(s) of all direct quotations.
4. Cite source(s) of all paraphrased and summarized information.
5. Recognize how to develop a source(s) cited page.

Stage H

5B - Students who meet the standard can analyze and evaluate information acquired from various sources.

1. Analyze information from primary and secondary print and non-print sources.
2. Develop a bibliography/ source(s) cited from identified and evaluated information.
3. Cite the source(s) of all direct quotations and paraphrased/summarized information.

4. Recognize how to develop source(s) cited page from only the sources used in paper.

Stage I

5B - Students who meet the standard can analyze and evaluate information acquired from various sources.

1. Analyze and evaluate information.
2. Use criteria (e.g., accuracy, timeliness, reliability) to evaluate primary and secondary sources (e.g., juried article, edited text, reputation of author/publisher).
3. Select source(s) and identify the reasoning strategies (e.g., inductive, deductive) that support major ideas developed by the writer.
4. Cite the source(s) of all direct quotations and paraphrased/summarized information.
5. Develop a bibliography and a source(s) cited page using an appropriate format.

Learning Standard

C. Apply acquired information, concepts and ideas to communicate in a variety of formats.

Benchmarks

- 5.C.3a** Plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources.
- 5.C.3b** Prepare and orally present original work (e.g., poems, monologues, reports, plays, stories) supported by research.
- 5.C.3c** Take notes, conduct interviews, organize and report information in oral, visual and electronic formats.

Descriptors

Stage G

5C - Students who meet the standard can apply acquired information, concepts and ideas to communicate in a variety of formats.

1. Analyze and synthesize original work and researched information.
2. Evaluate use of text, graphic materials, and visual aids to present information.
3. Select and justify adaptations in format to accommodate characteristics of audiences (e.g., age, background, interest level, group size) and purposes of the presentation (e.g., inform, persuade, entertain).
4. Design and present a project (e.g., written report, graphics, visuals, multi-media presentations).

Stage H

5C - Students who meet the standard can apply acquired information, concepts and ideas to communicate in a variety of formats.

1. Analyze, evaluate, and synthesize original work and researched information.
2. Use effective print and non-print documents.

3. Justify adaptations in format to accommodate characteristics of audiences (e.g., age, background, interest level, group size) and purposes of the presentation (e.g., inform, persuade, entertain).
4. Design and present a project (e.g., written report, graphics, visuals, multi-media presentations) that:
 - Effectively communicates the intended message;
 - Engages the audience's interest;
 - Establishes and maintains a focus;
 - Organizes around a structure appropriate to purpose, audience, and context;
 - Elaborates ideas through facts, details, description, analysis, and narration;
 - Cites or credits sources appropriately; and uses self, peer, or teacher feedback where appropriate.

Stage I

5C - Students who meet the standard can apply acquired information, concepts and ideas to communicate in a variety of formats.

1. Match the method of inquiry to the question or problem.
2. Use multiple, reliable sources to develop and support major ideas.
3. Revise, edit, and proofread.
4. Design and present, as an individual or group, a written, oral, video, or multimedia project that:
 - Effectively communicates the intended message;
 - Engages the audience's interest;
 - Establishes and maintains a focus;
 - Organizes around a structure appropriate to purpose, audience, and context;
 - Elaborates ideas through facts, details, description, analysis, and narration;
 - Cites or credits sources appropriately; and uses self, peer, or teacher feedback where appropriate.
 - Critique an individual or group project (e.g., written, oral, video, multimedia).