



# K-12 English Language Arts

## Foreword

We are excited to announce that the State Board of Education took a key step in reforming Ohio's education system on December 11, 2001, when it unanimously adopted academic content standards in reading, writing and mathematics. Clear standards about what students should know and be able to do in reading, writing and mathematics are the first component of an aligned system that will ensure no child is left behind.

This enormous undertaking could not have occurred without the hard work and dedication of Ohio's educators and community members. Classroom teachers, parents, higher education faculty and business community leaders worked in teams across the state to develop these standards over the last several years. Fifty percent of the math writing team and 48 percent of the English language arts team were classroom teachers, so we especially want to extend our gratitude to the men and women in the teaching profession who gave their time, energy and expertise to create these standards.

The people of Ohio played a key role in the development of these standards. The Office of Curriculum and Instruction at the Ohio Department of Education, which facilitated the standards writing process, aggressively engaged the public in reviewing the standards in draft forms. Thousands of Ohioans gave suggestions that were evaluated and incorporated, as appropriate, by the writing teams into the final adopted standards.

The standards fulfill the requirement and timeline of Amended Substitute Senate Bill 1 for the State Board of Education to develop and adopt clear academic content standards in the areas of reading, writing and mathematics by the end of 2001. The bill gives the Department of Education 18 months from the standards adoption to design and produce model curricula for kindergarten through 12th grade, which Ohio school districts may, but are not obligated to, use.

The State Board of Education will use these standards as the basis for the development of achievement or diagnostic assessments for kindergarten through grade 10.

# ACADEMIC CONTENT STANDARDS

Achieve, Inc., an independent, bipartisan, nonprofit national organization that helps states raise academic standards, considers Ohio's standards in both areas to be among the best in the country. A review of the new standards to the State Board of Education reported that they are clear and comprehensive and that they set high expectations for student learning. "We commend the State on the high quality of the mathematics benchmarks and grade-level indicators. They represent a good balance of conceptual, procedural and practical knowledge and skills," the review stated. "Ohio has standards, indicators and benchmarks that serve as the basis for a powerful language arts framework for literacy."



Jennifer L. Sheets  
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A C A D E M I C   C O N T E N T   S T A N D A R D S

## K-12 English Language Arts

# Overview





## K-12 English Language Arts

The English language arts academic content standards provide a set of clear and rigorous expectations for all students and provide teachers with clearly defined statements of what students should know and be able to do as they progress through school. The standards represent a research-based approach to literacy development, promote writing as a process and provide expectations for students to become effective communicators.

The ten standards that follow define high standards of literacy for Ohio's students:

- Phonemic Awareness, Word Recognition and Fluency Standard
- Acquisition of Vocabulary Standard
- Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard
- Reading Applications: Informational, Technical and Persuasive Text Standard
- Reading Applications: Literary Text Standard
- Writing Process Standard
- Writing Applications Standard
- Writing Conventions Standard
- Research Standard
- Communication: Oral and Visual Standard

The first standard requires primary students to learn to identify and decode words and to develop the skills that become the foundation for independent reading. Students acquire vocabulary through exposure to language-rich situations, such as reading books and other texts and conversing with peers and adults. The standards reflect the belief that reading and learning to read are problem-solving strategies that require the reader to apply strategies to make sense of written language and remain engaged with texts.

One of the important goals of reading is to gain information for purposes of learning new information, researching a project, making decisions or accomplishing a task. The standards also reflect the philosophy that by reading literary texts which represent a variety of authors, cultures and eras, students come to understand the human story.

The writing standards require students to become proficient in writing for different purposes and to recognize that writing is a process that includes the

phases of prewriting, drafting, revising, editing and publication. Though the writing conventions standard is listed separately, it is assessed through written or oral contexts. In turn, students learn to use the grammatical structures of English to effectively communicate ideas in writing to express themselves.

In addition to mastering skills in reading and writing, students are expected to become effective communicators by speaking, listening and viewing. They learn to apply communication skills in increasingly sophisticated ways to deliver presentations and to respond to oral and visual presentations.

This set of ten standards does not neatly separate the curriculum into separate or discrete topics, as the content and processes described by the standards, benchmarks and indicators are interrelated. The following terms and definitions are used in this document.

**Standard:** A general statement of what all students should know and be able to do.

**Benchmark:** A specific statement of what all students should know and be able to do at a specified time in their schooling. Benchmarks are used to measure a student's progress toward meeting the standard. For purposes of this document, benchmarks are defined for reading at grades 3, 7, 10 and 12, and for writing at grades 2, 4, 7, 10 and 12.

**Grade-level Indicators:** A specific statement of knowledge that all students demonstrate at each grade level. These indicators serve as checkpoints that monitor progress toward the benchmarks.

# The Development of Academic Content Standards

## Joint Council of the State Board of Education and the Ohio Board of Regents Academic Content Standards

The process for developing academic content standards began in 1997 when the State Board of Education and the Ohio Board of Regents created a Joint Council to oversee the implementation of recommendations made by the Secondary and Higher Education Remediation Advisory Commission. The boards began to build a common long-term agenda for pre-K through 16 education.

The Joint Council started its work by establishing a set of common expectations for what all students should know and be able to do upon completion of high school. The initial work established common expectations in six content areas: (1) the arts, (2) English language arts, (3) foreign languages, (4) mathematics, (5) science, and (6) social studies. These drafts were transformed into Ohio's academic content standards.

The Joint Council assembled advisory groups to assist in completing preliminary planning for the process to draft Ohio's new academic content standards. This preliminary planning included review of exemplary world-class standards from the United States and other countries and the formulation of strategic policy recommendations. The recommendations assured that the drafting and refining of academic content standards would respect Ohio's history for sharing responsibility for curriculum decisions with Ohio's diverse learning communities.

Writing teams were made up of representatives from all twelve regions served by the Ohio Department of Education Regional Professional Development Centers and included educators from each grade level, K-12, as well as career-technical education, special education, and gifted education. Ohio's diverse ethnicity, geography, types of school districts and colleges and universities were represented on the writing teams. Parent and business and industry representatives also were represented on the writing teams. All original members of the teams who wrote the Common Expectations were invited back to join the writing teams.





When the writing teams completed the draft academic content standards documents, these documents were subjected to a period of extensive public engagement and rigorous review. Focus group meetings and electronic feedback via the web page allowed all stakeholders to express their opinions. The writing teams reviewed the public feedback and made revision recommendations to respond to the issues raised by feedback. The draft standards presented to the State Board of Education for adoption reflect the final recommendations of this writing process and include grade-level indicators of progress (K-12), benchmarks that will serve as checkpoints at key grade bands, philosophies and guiding principles.

## Development and Implementation Timeline

Based on Amended Substitute Senate Bill 1

	English Language Arts	Mathematics	Science	Social Studies	Technology Foreign Languages The Arts	
↑ Development ↑ ↓	(1) Assemble Advisory Committee	↓	↓	↓	↓	State Board adoption of these content areas will follow the adoption of English Language Arts, Mathematics, Science and Social Studies
	(2) Identify Writing Team					
	(3) Develop Draft Standards and Benchmarks					
	(4) Convene Writing Team					
	(5) Seek Focused Input					
	(6) Engage the Public					
	(7) Revise Draft Standards and Benchmarks					
(8) Adoption of Academic Content Standards by the State Board of Education	December 2001	December 2001	December 2002	December 2002		
↑ Implementation ↓	(9) Develop products and services	↓	↓	↓		
	(10) Design Curriculum Models					
	(11) Present for Public Review					
	(12) State Board Review					
	(13) Adoption of Curriculum Models by State Board of Education	June 2003	June 2003	June 2004	June 2004	
(14) Deliver Curriculum Models; Professional Development	September 2003	September 2003	September 2004	September 2004		

# English Language Arts Writing Teams

The Ohio Department of Education wishes to express appreciation and gratitude to the writing teams who contributed expertise and time to the development of Ohio's English language arts academic content standards. Many hours were devoted to research and thoughtful consideration of issues to ensure the standards reflect wise and responsible thinking regarding English language arts teaching and learning. The writing team members represent the many caring and concerned individuals across the state dedicated to their profession and to high quality English language arts education for all Ohio students.

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# Ohio's K-12 English Language Arts Standards



## Phonemic Awareness, Word Recognition and Fluency Standard

Students in the primary grades learn to recognize and decode printed words, developing skills that are the foundations for independent reading. They discover the alphabetic principle (sound-symbol match) and learn to use it in figuring out new words. They build a stock of sight words that helps them to read quickly and accurately with comprehension. By the end of third grade, they demonstrate fluent oral reading, varying their intonation and timing as appropriate for the text.

## Acquisition of Vocabulary Standard

Students acquire vocabulary through exposure to language-rich situations, such as reading books and other texts and conversing with adults and peers. They use context clues, as well as direct explanations provided by others, to gain new words. They learn to apply word analysis skills to build and extend their own vocabulary. As students progress through the grades, they become more proficient in applying their knowledge of words (origins, parts, relationships, meanings) to acquire specialized vocabulary that aids comprehension.

## Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard

Students develop and learn to apply strategies that help them to comprehend and interpret informational and literary texts. Reading and learning to read are problem-solving processes that require strategies for the reader to make sense of written language and remain engaged with texts. Beginners develop basic concepts about print (e.g., that print holds meaning) and how books work (e.g., text organization). As strategic readers, students learn to analyze and evaluate texts to demonstrate their understanding of text. Additionally, students learn to self-monitor their own comprehension by asking and answering questions about the text, self-correcting errors and assessing their own understanding. They apply these strategies effectively to assigned and self-selected texts read in and out of the classroom.

## **Reading Applications: Informational, Technical and Persuasive Text Standard**

Students gain information from reading for the purposes of learning about a subject, doing a job, making decisions and accomplishing a task. Students need to apply the reading process to various types of informational texts, including essays, magazines, newspapers, textbooks, instruction manuals, consumer and workplace documents, reference materials, multimedia and electronic resources. They learn to attend to text features, such as titles, subtitles and visual aids, to make predictions and build text knowledge. They learn to read diagrams, charts, graphs, maps and displays in text as sources of additional information. Students use their knowledge of text structure to organize content information, analyze it and draw inferences from it. Strategic readers learn to recognize arguments, bias, stereotyping and propaganda in informational text sources.

## **Reading Applications: Literary Text Standard**

Students enhance their understanding of the human story by reading literary texts that represent a variety of authors, cultures and eras. They learn to apply the reading process to the various genres of literature, including fables, tales, short stories, novels, poetry and drama. They demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author's use of language (e.g., word choice and figurative language), comparing and contrasting texts, inferring theme and meaning and responding to text in critical and creative ways. Strategic readers learn to explain, analyze and critique literary text to achieve deep understanding.

## **Writing Process Standard**

Students' writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising and editing and publishing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.

## **Writing Applications Standard**

Students need to understand that various types of writing require different language, formatting and special vocabulary. Writing serves many purposes across the curriculum and takes various forms. Beginning writers learn about the various purposes of writing; they

attempt and use a small range of familiar forms (e.g., letters). Developing writers are able to select text forms to suit purpose and audience. They can explain why some text forms are more suited to a purpose than others and begin to use content-specific vocabulary to achieve their communication goals. Proficient writers control effectively the language and structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure their writing according to audience and purpose.

### **Writing Conventions Standard**

Students learn to master writing conventions through exposure to good models and opportunities for practice. Writing conventions include spelling, punctuation, grammar and other conventions associated with forms of written text. They learn the purpose of punctuation: to clarify sentence meaning and help readers know how writing might sound aloud. They develop and extend their understanding of the spelling system, using a range of strategies for spelling words correctly and using newly learned vocabulary in their writing. They grow more skillful at using the grammatical structures of English to effectively communicate ideas in writing and to express themselves.

### **Research Standard**

Students define and investigate self-selected or assigned issues, topics and problems. They locate, select and make use of relevant information from a variety of media, reference and technological sources. Students use an appropriate form to communicate their findings.

*Research is used in all content areas and should be incorporated within the instruction and assessment of the content-specific standards and benchmarks.*

### **Communication: Oral and Visual Standard**

Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify their points and adjust their presentations according to audience and purpose.

*Communication is used in all content areas and should be incorporated within the instruction and assessment of the content-specific standards and benchmarks.*





## National Council of Teachers of English and International Reading Association Standards for English Language Arts

1. Students read a wide range of print and nonprint texts: to build an understanding of texts, of themselves and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and nonprint texts.
7. Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

9. Students develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of contents across the curriculum.
11. Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities.
12. Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).

### K-12 English Language Arts

NCTE and IRA English Language Arts Standards

<p align="center"><b>NCTE and IRA and Ohio Standards Alignment</b></p> <p>This chart displays the shared characteristics between NCTE and IRA and Ohio's Standards.</p>	Phonemic Awareness	Acquisition of Vocabulary	Reading Process	Reading Applications	Literary Text	Writing Process	Writing Applications	Writing Conventions	Research	Communications
<p>Standard 1</p> <ul style="list-style-type: none"> <li>Read a wide range of print and nonprint text to acquire new information.</li> </ul>										
<p>Standard 2</p> <ul style="list-style-type: none"> <li>Read a wide range of literature from many periods in many genres.</li> </ul>										
<p>Standard 3</p> <ul style="list-style-type: none"> <li>Apply a wide range of strategies to comprehend, interpret, evaluate and appreciate text.</li> </ul>										
<p>Standard 4</p> <ul style="list-style-type: none"> <li>Communicate effectively with a variety of audiences and for different purposes.</li> </ul>										
<p>Standard 5</p> <ul style="list-style-type: none"> <li>Write and use different process elements.</li> </ul>										
<p>Standard 6</p> <ul style="list-style-type: none"> <li>Create, critique and discuss print and nonprint texts.</li> </ul>										
<p>Standard 7</p> <ul style="list-style-type: none"> <li>Conduct, research and gather, evaluate and synthesize data.</li> </ul>										
<p>Standard 8</p> <ul style="list-style-type: none"> <li>Use a variety of technological and informational resources.</li> </ul>										
<p>Standard 9</p> <ul style="list-style-type: none"> <li>Develop an understanding of and respect for diversity in language use. (Embedded within standards)</li> </ul>										
<p>Standard 10</p> <ul style="list-style-type: none"> <li>Use of first language for English Language Arts competency. (Embedded within standards)</li> </ul>										
<p>Standard 11</p> <ul style="list-style-type: none"> <li>Participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities.</li> </ul>										
<p>Standard 12</p> <ul style="list-style-type: none"> <li>Use spoken, written and visual language to accomplish their own purposes.</li> </ul>										

Indicates NCTE and IRA standards and Ohio Standards have common characteristics.  
 Indicates NCTE and IRA standards are embedded in Ohio Standards.

A C A D E M I C   C O N T E N T   S T A N D A R D S

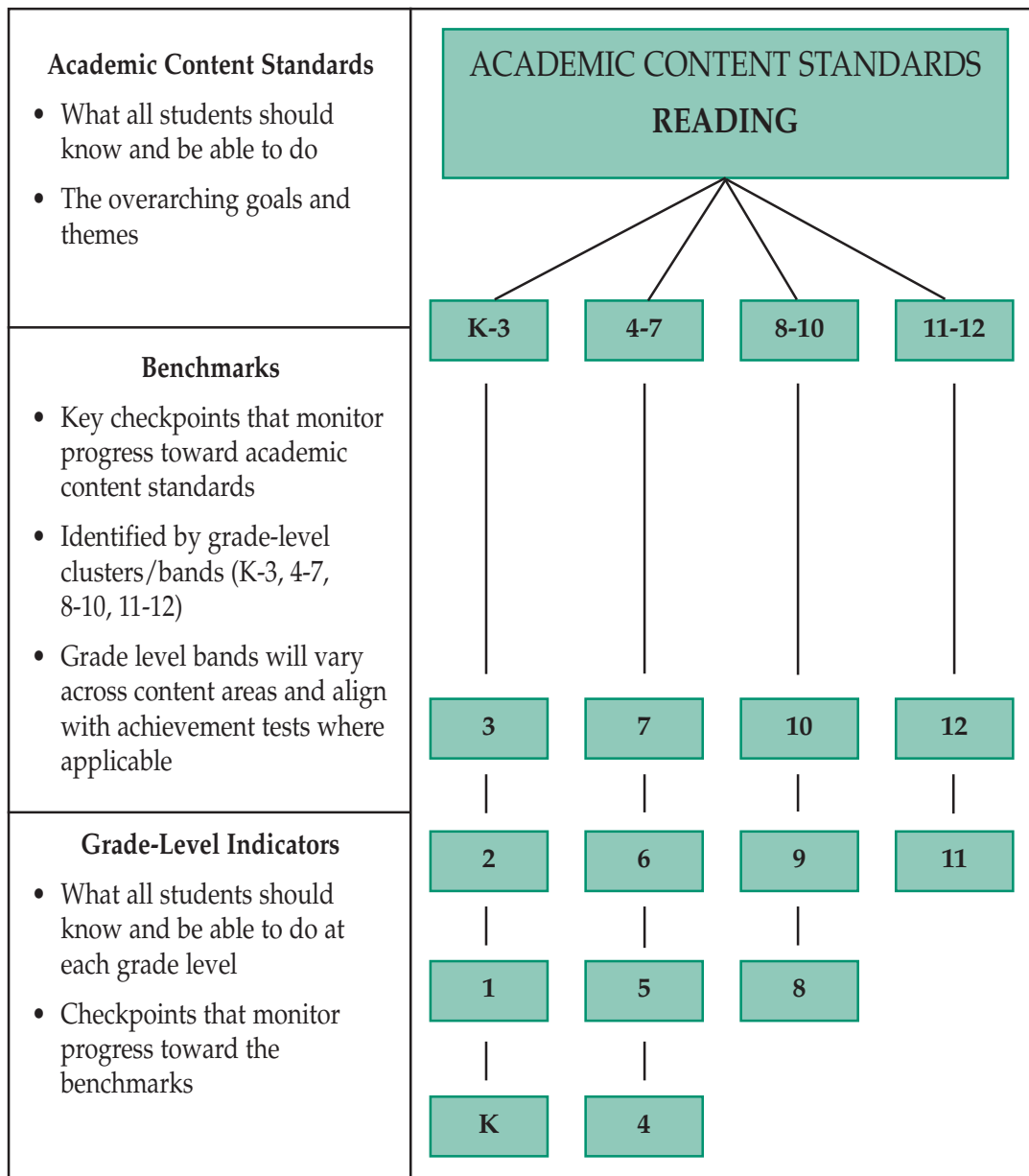
K-12 English Language Arts

# Structure and Format



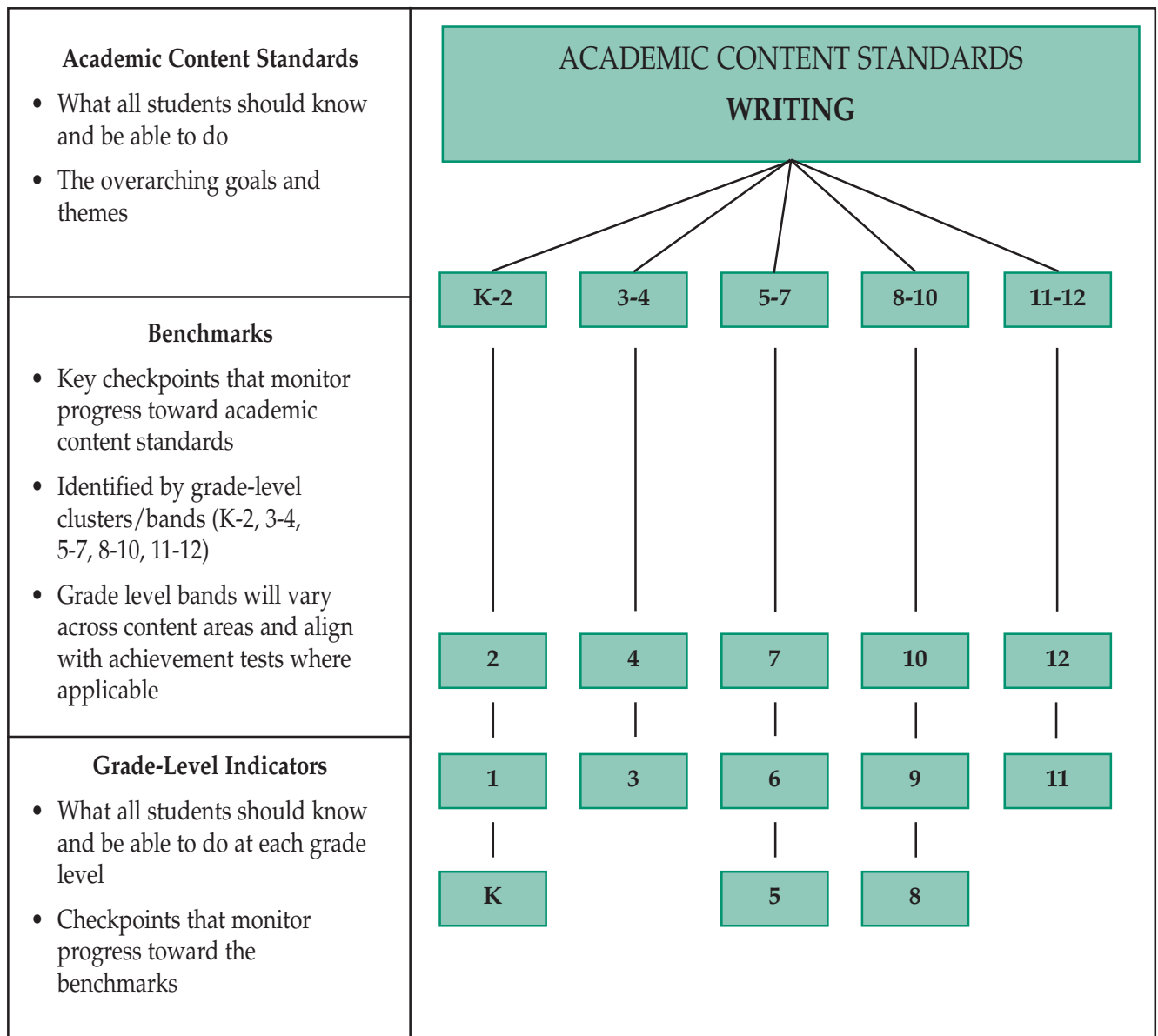
## Academic Content Standards Framework English Language Arts K-12

Standards are made up of several component parts. Those parts are outlined below:



## Academic Content Standards Framework English Language Arts K-12

Standards are made up of several component parts. Those parts are outlined below:



## How to Read the Benchmarks

The benchmarks are key checkpoints that monitor student progress toward meeting the English language arts standards. Benchmarks are organized in grade-level bands.

The diagram illustrates a table of Academic Content Standards. A green vertical bar on the left contains grade levels K, 1, 2, and 3. A green callout bubble labeled 'Grade-Level Band' points to the grade level column. Another green callout bubble labeled 'Standard' points to the 'Acquisition of Vocabulary' column. A third green callout bubble labeled 'Benchmark' points to a specific benchmark description within the 'Acquisition of Vocabulary' column.

ACADEMIC CONTENT STANDARDS		
K-12 English Language Arts Benchmarks (Reading)		
By the end of the K-3 program:		
K	Phonemic Awareness, Word Recognition and Fluency	Acquisition of Vocabulary
1	A. Use letter-sound correspondence knowledge and structural analysis to decode words.	A. Use context clues to determine the meaning of new vocabulary.
2	B. Demonstrate fluent oral reading using sight words and decoding skills, varying intonation and timing appropriate for text.	B. Read accurately high-frequency sight words.
3		C. Apply structural analysis skills to build and extend vocabulary to determine
		D. Know the meaning of specialized vocabulary by applying knowledge of word parts, relationships and meanings.
		E. Use resources to determine the meanings and pronunciations of unknown words.
		Reading of Print, Comprehension Strategies and Self-Monitoring Strategies
		A. Establish purpose for reading and use a range of reading comprehension strategies to understand literary passages and
		B. Make predictions from clues and cite specific examples to support predictions.
		C. Draw conclusions from information in text.
		D. Apply reading skill strategies to summarize and compare and contrast information in text, both within and across subjects.
		E. Demonstrate comprehension by responding to text (e.g., literal, inferential and evaluative).
		F. Apply and adjust monitoring strategies to assess understanding.



## How to Read the Indicators

The grade-level indicators represent specific statements of what all students should know and be able to do at each grade-level. The indicators serve as checkpoints for monitoring progress toward the benchmarks and standards.

The diagram shows a tilted document page with a black header bar at the top containing the text "ACADEMIC CONTENT STANDARDS". Below the header, the main title "Phonemic Awareness, Word Recognition and Fluency" is displayed. Underneath, "Grade Three" is written. A list of six indicators follows. A callout bubble labeled "Standard" points to the title. Another callout bubble labeled "Grade Level Indicator" points to "Grade Three". A third callout bubble labeled "Grade Level" points to the number "3" in a small box on the right. Below the first list, the title "Acquisition of Vocabulary" is shown. To its left, three categories are listed: "Contextual Understanding", "Conceptual Understanding", and "Structural Understanding". A callout bubble labeled "Organizer" points to the word "Organizer" in a green box. A list of six indicators follows. A fourth callout bubble labeled "Grade Level" points to the number "3" in a small box on the right.

**ACADEMIC CONTENT STANDARDS**

**Standard**

**Phonemic Awareness, Word Recognition and Fluency**

**Grade Three**

**Grade-Level Indicator**

1. Identify rhyming words with the same or different spelling patterns.
2. Use letter-sound knowledge and structural analysis to decode words.
3. Use knowledge of common word families (e.g., -ite or -ate) and complex word families (e.g., -ould, -ight) to sound out unfamiliar words.
4. Demonstrate a growing stock of sight words.
5. Read text using fluid and automatic decoding skills.
6. Read passages fluently with changes in tone, voice, timing and expression to demonstrate meaningful comprehension.

**Grade Level**

**3**

**Acquisition of Vocabulary**

*Contextual Understanding*

*Conceptual Understanding*

*Structural Understanding*

**Organizer**

1. Determine the meaning of unknown words using a variety of context clues, including word, sentence and paragraph clues.
2. Use context clues to determine the meaning of homophones, homonyms, and homographs.
3. Apply the meaning of the terms synonyms and antonyms.
4. Read accurately high frequency sight words.
5. Apply knowledge of individual words in unknown compound words to determine their meanings.
6. Use knowledge of contractions and common abbreviations to identify whole words.

ACADEMIC CONTENT STANDARDS

## English Language Arts

# Philosophy and Principles



## Philosophy and Guiding Assumptions

Ohio's English language arts content standards serve as a basis for what all students should know and be able to do by the time they have graduated from high school. These standards, benchmarks and grade-level indicators are intended to provide Ohio educators with a set of common expectations from which to base English language arts curriculum.

### Philosophy of Ohio's English Language Arts Content Standards

The intent of Ohio's English Language Arts Content Standards is to:

- prepare students to be literate members of a diverse society with the ability to communicate effectively in daily life;
- prepare students to adapt to the ever-changing literacy demands of a highly technological society; and
- equip students with the skills needed to participate in the public sphere as students, workers, citizens and life-long learners.

### Assumptions for English Language Arts Academic Content Standards

Ohio's Academic Content Standards:

- Set high expectations and strong support for English language arts achievement by ALL students.
- Represent literacy skills needed to make a successful transition to post-secondary education, the workplace and daily life.
- Reflect sound application of research on how students learn English language arts.
- Focus on important English language arts topics that are articulated through benchmarks and grade-level indicators.
- Represent a rigorous progression across grades and an in-depth study within each grade.
- Incorporate the use of technology for ALL students learning English language arts.
- Assume an integrated approach to language learning that is interactive and engaging.
- Serve as the basis for classroom, district and state assessments.





## English Language Arts for All

The Ohio Department of Education believes that Ohio's academic content standards are for all students. Clearly defined standards delineate what all children, college and career-bound, should know and be able to do as they progress through the grade levels. Well-defined standards ensure that parents, teachers and administrators will be able to monitor students' development. Students, as stakeholders in their own learning, will be capable of tracking their own learning.

No individual or group should be excluded from the opportunity to learn, and all students are presumed capable of learning. Every Ohio student, regardless of race, gender, ethnicity, socioeconomic status, limited English proficiency, learning disability or giftedness, should have access to a challenging, standards-based curriculum.

The knowledge and skills defined in Ohio academic content standards are within the reach of all students. Students, however, develop at different rates. All children learn and experience success given time and opportunity, but the degree to which the standards are met and the time it takes to reach the standards will vary from student to student.

Students with disabilities, apart from a few profoundly handicapped students, should have Individual Education Plans aligned with the standards. Students with disabilities are first and foremost students of the regular curriculum, yet they may require specific supports and interventions to progress in the curriculum. These adaptations are not intended to compromise the content standards. Rather, adaptations provide students with disabilities the opportunity to maximize their strengths, compensate for their learning difficulties and participate and progress in the standards-based curriculum.

Students who can exceed the grade-level indicators and benchmarks set forth in the standards must be afforded the opportunity and be encouraged to do so. Gifted and talented students may require special services or activities in order to fully develop their intellectual, creative, artistic and leadership capabilities or to excel in a specific content area. Again, the point of departure is the standards-based curriculum.

Students with limited English proficiency (LEP) may also need specific supports and adaptive instructional delivery in order to achieve Ohio's academic content standards. An instructional delivery plan for a student with LEP needs to take into account the student's level of English language proficiency as well as his or her cultural experiences.

All children deserve adjustments in order to address their individual needs, regardless of whether they have been designated as learning disabled or gifted. Identifying and nurturing the talents of all students, and strategizing with students to overcome their weaknesses, will enable all children to reach the standards. The Department encourages school districts to align their programs with the standards to ensure that all of Ohio's students reach their full potential.

K-12 English Language Arts

# Benchmarks and Indicators by Standard



## Benchmarks

### Phonemic Awareness, Word Recognition and Fluency Standard

Students in the primary grades learn to recognize and decode printed words, developing the skills that are the foundations for independent reading. They discover the alphabetic principle (sound-symbol match) and learn to use it in figuring out new words. They build a stock of sight words that helps them to read quickly and accurately with comprehension. By the end of the third grade, they demonstrate fluent oral reading, varying their intonation and timing as appropriate for the text.

<p><b>Notes:</b></p>	<p><b>By the end of the K–3 program:</b></p> <p>A. Use letter-sound correspondence knowledge and structural analysis to decode words.</p> <p>B. Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.</p>	<p><b>By the end of the 4–7 program:</b></p> <p>This standard is a K-3 standard. Therefore, there are no benchmarks beyond third grade.</p>
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**By the end of the 8–10 program:**

This standard is a K-3 standard.  
Therefore, there are no  
benchmarks beyond third grade.

**By the end of the 11–12 program:**

This standard is a K-3 standard.  
Therefore, there are no  
benchmarks beyond third grade.

## Benchmarks

### Acquisition of Vocabulary Standard

Students acquire vocabulary through exposure to language-rich situations, such as reading books and other texts and conversing with adults and peers. They use context clues, as well as direct explanations provided by others, to gain new words. They learn to apply word analysis skills to build and extend their own vocabulary. As students progress through the grades, they become more proficient in applying their knowledge of words (origins, parts, relationships, meanings) to acquire specialized vocabulary that aids comprehension.

<p><b>Notes:</b></p>	<p><b>By the end of the K–3 program:</b></p> <ul style="list-style-type: none"> <li>A. Use context clues to determine the meaning of new vocabulary.</li> <li>B. Read accurately high-frequency sight words.</li> <li>C. Apply structural analysis skills to build and extend vocabulary and to determine word meaning.</li> <li>D. Know the meaning of specialized vocabulary by applying knowledge of word parts, relationships and meanings.</li> <li>E. Use resources to determine the meanings and pronunciations of unknown words.</li> </ul>	<p><b>By the end of the 4–7 program:</b></p> <ul style="list-style-type: none"> <li>A. Use context clues and text structures to determine the meaning of new vocabulary.</li> <li>B. Infer word meaning through identification and analysis of analogies and other word relationships.</li> <li>C. Apply knowledge of connotation and denotation to learn the meanings of words.</li> <li>D. Use knowledge of symbols, acronyms, word origins and derivations to determine the meanings of unknown words.</li> <li>E. Use knowledge of roots and affixes to determine the meanings of complex words.</li> <li>F. Use multiple resources to enhance comprehension of vocabulary.</li> </ul>
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**By the end of the 8–10 program:**

- A. Use context clues and text structures to determine the meaning of new vocabulary.
- B. Examine the relationships of analogical statements to infer word meanings.
- C. Recognize the importance and function of figurative language.
- D. Explain how different events have influenced and changed the English language.
- E. Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary.
- F. Use multiple resources to enhance comprehension of vocabulary.

**By the end of the 11–12 program:**

- A. Verify meanings of words by the author’s use of definition, restatement, example, comparison, contrast and cause and effect.
- B. Distinguish the relationship of word meanings between pairs of words encountered in analogical statements.
- C. Explain the influence of the English language on world literature, communications and popular culture.
- D. Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary.
- E. Use multiple resources to enhance comprehension of vocabulary.

## Benchmarks

### Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard

Students develop and learn to apply strategies that help them to comprehend and interpret informational and literary texts. Reading and learning to read are problem solving processes that require strategies for the reader to make sense of written language and remain engaged with texts. Beginners develop basic concepts about print (e.g., that print holds meaning) and how books work (e.g., text organization). As strategic readers, students learn to analyze and evaluate texts to demonstrate their understanding of text. Additionally, students learn to self-monitor their own comprehension by asking and answering questions about the text, self-correcting errors and assessing their own understanding. They apply these strategies effectively to assigned and self-selected texts read in and out of the classroom.

<p><b>Notes:</b></p>	<p><b>By the end of the K–3 program:</b></p> <ul style="list-style-type: none"> <li>A. Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text.</li> <li>B. Make predictions from text clues and cite specific examples to support predictions.</li> <li>C. Draw conclusions from information in text.</li> <li>D. Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas.</li> <li>E. Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative).</li> <li>F. Apply and adjust self-monitoring strategies to assess understanding of text.</li> </ul>	<p><b>By the end of the 4–7 program:</b></p> <ul style="list-style-type: none"> <li>A. Determine a purpose for reading and use a range of reading comprehension strategies to better understand text.</li> <li>B. Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons using information in text, between text and across subject areas.</li> <li>C. Make meaning through asking and responding to a variety of questions related to text.</li> <li>D. Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension.</li> </ul>
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**By the end of the 8–10 program:**

- A. Apply reading comprehension strategies to understand grade-appropriate text.
- B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).
- C. Use appropriate self-monitoring strategies for comprehension.

**By the end of the 11–12 program:**

- A. Apply reading comprehension strategies to understand grade-appropriate texts.
- B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).
- C. Use appropriate self-monitoring strategies for comprehension.

## Benchmarks

### Informational, Technical and Persuasive Text Standard

Students gain information from reading for purposes of learning about a subject, doing a job, making decisions and accomplishing a task. Students need to apply the reading process to various types of informational texts, including essays, magazines, newspapers, textbooks, instruction manuals, consumer and workplace documents, reference materials, multimedia and electronic resources. They learn to attend to text features, such as titles, subtitles and visual aids, to make predictions and build text knowledge. They learn to read diagrams, charts, graphs, maps and displays in text as sources of additional information. Students use their knowledge of text structure to organize content information, analyze it and draw inferences from it. Strategic readers learn to recognize arguments, bias, stereotyping and propaganda in informational text sources.

<p><b>Notes:</b></p>	<p><b>By the end of the K–3 program:</b></p> <ul style="list-style-type: none"> <li>A. Use text features and structures to organize content, draw conclusions and build text knowledge.</li> <li>B. Ask clarifying questions concerning essential elements of informational text.</li> <li>C. Identify the central ideas and supporting details of informational text.</li> <li>D. Use visual aids as sources to gain additional information from text.</li> <li>E. Evaluate two- and three-step directions for proper sequencing and completeness.</li> </ul>	<p><b>By the end of the 4–7 program:</b></p> <ul style="list-style-type: none"> <li>A. Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information.</li> <li>B. Recognize the difference between cause and effect and fact and opinion to analyze text.</li> <li>C. Explain how main ideas connect to each other in a variety of sources.</li> <li>D. Identify arguments and persuasive techniques used in informational text.</li> <li>E. Explain the treatment, scope and organization of ideas from different texts to draw conclusions about a topic.</li> <li>F. Determine the extent to which a summary accurately reflects the main idea, critical details and underlying meaning of original text.</li> </ul>
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**By the end of the 8–10 program:**

- A. Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.
- B. Identify examples of rhetorical devices and valid and invalid inferences, and explain how authors use these devices to achieve their purposes and reach their intended audiences.
- C. Analyze whether graphics supplement textual information and promote the author’s purpose.
- D. Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text.

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**By the end of the 11–12 program:**

- A. Analyze the features and structures of documents and critique them for their effectiveness.
- B. Identify and analyze examples of rhetorical devices and valid and invalid inferences.
- C. Critique the effectiveness and validity of arguments in text and whether they achieve the author’s purpose.
- D. Synthesize the content from several sources on a single issue or written by a single author, clarifying ideas and connecting them to other sources and related topics.
- E. Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.

Informational, Technical and Persuasive Text

Notes:	By the end of the K-3 program:	By the end of the 4-7 program:



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**By the end of the 8–10 program:**

- E. Utilize multiple sources pertaining to a singular topic to critique the various ways authors develop their ideas (e.g., treatment, scope and organization).

**By the end of the 11–12 program:**

## Benchmarks

### Literary Text Standard

Students enhance their understanding of the human story by reading literary texts that represent a variety of authors, cultures and eras. They learn to apply the reading process to the various genres of literature, including fables, folk tales, short stories, novels, poetry and drama. They demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author’s use of language (e.g., word choice and figurative language), comparing and contrasting texts, inferring theme and meaning and responding to text in critical and creative ways. Strategic readers learn to explain, analyze and critique literary text to achieve deep understanding.

<p><b>Notes:</b></p>	<p><b>By the end of the K–3 program:</b></p> <ul style="list-style-type: none"> <li>A. Compare and contrast plot across literary works.</li> <li>B. Use supporting details to identify and describe main ideas, characters and setting.</li> <li>C. Recognize the defining characteristics and features of different types of literary forms and genres.</li> <li>D. Explain how an author’s word choice and use of methods influences the reader.</li> <li>E. Identify the theme of a literary text.</li> </ul>	<p><b>By the end of the 4–7 program:</b></p> <ul style="list-style-type: none"> <li>A. Describe and analyze the elements of character development.</li> <li>B. Analyze the importance of setting.</li> <li>C. Identify the elements of plot and establish a connection between an element and a future event.</li> <li>D. Differentiate between the points of view in narrative text.</li> <li>E. Demonstrate comprehension by inferring themes, patterns and symbols.</li> <li>F. Identify similarities and differences of various literary forms and genres.</li> <li>G. Explain how figurative language expresses ideas and conveys mood.</li> </ul>
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**By the end of the 8–10 program:**

- A. Analyze interactions between characters in literary text and how the interactions affect the plot.
- B. Explain and analyze how the context of setting and the author’s choice of point of view impact a literary text.
- C. Identify the structural elements of the plot and explain how an author develops conflicts and plot to pace the events in literary text.
- D. Identify similar recurring themes across different works.
- E. Analyze the use of a genre to express a theme or topic.
- F. Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone.
- G. Explain techniques used by authors to develop style.

**By the end of the 11–12 program:**

- A. Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text.
- B. Explain ways characters confront similar situations and conflict.
- C. Recognize and analyze characteristics of subgenres and literary periods.
- D. Analyze how an author uses figurative language and literary techniques to shape plot and set meaning.
- E. Critique an author’s style.

## Benchmarks

### Writing Process Standard

Students' writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising and editing and publishing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.

<p><b>Notes:</b></p>	<p><b>By the end of the K–2 program:</b></p> <ul style="list-style-type: none"> <li>A. Generate ideas for written compositions.</li> <li>B. Develop audience and purpose for self-selected and assigned writing tasks.</li> <li>C. Use organizers to clarify ideas for writing assignments.</li> <li>D. Use revision strategies and resources to improve ideas and content, organization, word choice and detail.</li> <li>E. Edit to improve sentence fluency, grammar and usage.</li> <li>F. Apply tools to judge the quality of writing.</li> <li>G. Publish writing samples for display or sharing with others, using techniques such as electronic resources and graphics.</li> </ul>	<p><b>By the end of the 3–4 program:</b></p> <ul style="list-style-type: none"> <li>A. Generate ideas and determine a topic suitable for writing.</li> <li>B. Determine audience and purpose for self-selected and assigned writing tasks.</li> <li>C. Apply knowledge of graphics or other organizers to clarify ideas of writing assessments.</li> <li>D. Spend the necessary amount of time to revisit, rework and refine pieces of writing.</li> <li>E. Use revision strategies to improve the coherence of ideas, clarity of sentence structure and effectiveness of word choices.</li> <li>F. Use a variety of resources and reference materials to select more effective vocabulary when editing.</li> <li>G. Edit to improve sentence fluency, grammar and usage.</li> <li>H. Apply tools to judge the quality of writing.</li> </ul> <p>(continued page 42)</p>
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<b>By the end of the 5–7 program:</b>	<b>By the end of the 8–10 program:</b>	<b>By the end of the 11–12 program:</b>
<ul style="list-style-type: none"> <li>A. Generate writing topics and establish a purpose appropriate for the audience.</li> <li>B. Determine audience and purpose for self-selected and assigned writing tasks.</li> <li>C. Clarify ideas for writing assignments by using graphics or other organizers.</li> <li>D. Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.</li> <li>E. Select more effective vocabulary when editing by using a variety of resources and reference materials.</li> <li>F. Edit to improve fluency, grammar and usage.</li> <li>G. Apply tools to judge the quality of writing.</li> </ul>	<ul style="list-style-type: none"> <li>A. Formulate writing ideas and identify a topic appropriate to the purpose and audience.</li> <li>B. Determine the usefulness of organizers and apply appropriate pre-writing tasks.</li> <li>C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.</li> <li>D. Edit to improve sentence fluency, grammar and usage.</li> <li>E. Apply tools to judge the quality of writing.</li> <li>F. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.</li> </ul>	<ul style="list-style-type: none"> <li>A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience.</li> <li>B. Select and use an appropriate organizational structure to refine and develop ideas for writing.</li> <li>C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing.</li> <li>D. Apply editing strategies to eliminate slang and improve conventions.</li> <li>E. Apply tools to judge the quality of writing.</li> <li>F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product.</li> </ul>
<p>(continued page 41)</p>		

**Writing Process Standard**

<p><b>Notes:</b></p>	<p><b>By the end of the K–2 program:</b></p>	<p><b>By the end of the 3–4 program:</b></p> <ul style="list-style-type: none"> <li>I. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.</li> </ul>
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A C A D E M I C C O N T E N T S T A N D A R D S

**By the end of the 5–7 program:**

H. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.

**By the end of the 8–10 program:**

**By the end of the 11–12 program:**

## Benchmarks

### Writing Applications Standard

Students need to understand that various types of writing require different language, formatting and special vocabulary. Writing serves many purposes across the curriculum and takes various forms. Beginning writers learn about the various purposes of writing; they attempt and use a small range of familiar forms (e.g., letters). Developing writers are able to select text forms to suit purpose and audience. They can explain why some text forms are more suited to a purpose than others and begin to use content-specific vocabulary to achieve their communication goals. Proficient writers control effectively the language and structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure their writing according to audience and purpose.

<b>Notes:</b>	<b>By the end of the K–2 program:</b>  A. Compose writings that convey a clear message and include well-chosen details.  B. Write responses to literature that demonstrate an understanding of a literary work.  C. Write friendly letters and invitations complete with date, salutation, body, closing and signature.	<b>By the end of the 3–4 program:</b>  A. Write narrative accounts that develop character, setting and plot.  B. Write responses to literature that summarize main ideas and significant details and support interpretations with references to the text.  C. Write formal and informal letters that include important details and follow correct letter format.  D. Write informational reports that include facts, details and examples that illustrate an important idea.
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**By the end of the 5–7 program:**

- A. Use narrative strategies (e.g., dialogue and action) to develop characters, plot and setting and to maintain a consistent point of view.
- B. Write responses to literature that extend beyond the summary and support judgments through references to the text.
- C. Produce letters (e.g., business, letters to the editor, job applications) that address audience needs, stated purpose and context in a clear and efficient manner.
- D. Produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations.

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**By the end of the 8–10 program:**

- A. Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language.
- B. Write responses to literature that extend beyond the summary and support references to the text, other works, other authors or to personal knowledge
- C. Produce letters (e.g., business, letters to the editor, job applications) that follow the conventional style appropriate to the text, include appropriate details and exclude extraneous details and inconsistencies.
- D. Use documented textual evidence to justify interpretations of literature or to support a research topic.

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**By the end of the 11–12 program:**

- A. Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life.
- B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author’s use of stylistic devices and effects created.
- C. Produce functional documents that report, organize and convey information and ideas accurately, foresee readers’ problems or misunderstandings and that include formatting techniques that are user friendly.

(continued page 45)

Writing Applications Standard

Notes:	By the end of the K-2 program:	By the end of the 3-4 program:

**By the end of the 5–7 program:**

- E. Use persuasive strategies, including establishing a clear position in support of a proposition or a proposal with organized and relevant evidence.

**By the end of the 8–10 program:**

- E. Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details.

**By the end of the 11–12 program:**

- D. Produce informational essays or reports that establish a clear and distinctive perspective on the subject, include relevant perspectives, take into account the validity and reliability of sources and provide a clear sense of closure.
- E. Use a range of strategies to elaborate and persuade when appropriate, including appeal to logic, use of personal anecdotes, examples, beliefs, expert opinions or cause-effect reasoning.

## Benchmarks

### Writing Conventions Standard

Students learn to master writing conventions through exposure to good models and opportunities for practice. Writing conventions include spelling, punctuation, grammar and other conventions associated with forms of written text. They learn the purpose of punctuation: to clarify sentence meaning and help readers know how writing might sound aloud. They develop and extend their understanding of the spelling system, using a range of strategies for spelling words correctly and using newly learned vocabulary in their writing. They grow more skillful at using the grammatical structures of English to effectively communicate ideas in writing and to express themselves.

<p><b>Notes:</b></p>	<p><b>By the end of the K–2 program:</b></p> <ul style="list-style-type: none"> <li>A. Print legibly using appropriate spacing.</li> <li>B. Spell grade-appropriate words correctly.</li> <li>C. Use conventions of punctuation and capitalization in written work.</li> <li>D. Use grammatical structures in written work.</li> </ul>	<p><b>By the end of the 3–4 program:</b></p> <ul style="list-style-type: none"> <li>A. Write legibly in finished drafts.</li> <li>B. Spell grade-appropriate words correctly.</li> <li>C. Use conventions of punctuation and capitalization in written work.</li> <li>D. Use grammatical structures to effectively communicate ideas in writing.</li> </ul>
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**By the end of the 5–7 program:**

- A. Use correct spelling conventions.
- B. Use conventions of punctuation and capitalization in written work.
- C. Use grammatical structures to effectively communicate ideas in writing.

**By the end of the 8–10 program:**

- A. Use correct spelling conventions.
- B. Use correct punctuation and capitalization.
- C. Demonstrate understanding of the grammatical conventions of the English language.

**By the end of the 11–12 program:**

- A. Use correct spelling conventions.
- B. Use correct punctuation and capitalization.
- C. Demonstrate understanding of the grammatical conventions of the English language.

## Benchmarks

### Research Standard

Students define and investigate self-selected or assigned issues, topics and problems. They locate, select and make use of relevant information from a variety of media, reference and technological sources. Students use an appropriate form to communicate their findings.

<b>Notes:</b>	<b>By the end of the K–2 program:</b> <ul style="list-style-type: none"> <li>A. Generate questions for investigation and gather information from a variety of sources.</li> <li>B. Retell important details and findings.</li> </ul>	<b>By the end of the 3–4 program:</b> <ul style="list-style-type: none"> <li>A. Identify a topic of study, construct questions and determine appropriate sources for gathering information.</li> <li>B. Select and summarize important information and sort key findings into categories about a topic.</li> <li>C. Create a list of sources used for oral, visual, written or multimedia reports.</li> <li>D. Communicate findings orally, visually and in writing or through multimedia.</li> </ul>
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<p><b>By the end of the 5–7 program:</b></p> <ul style="list-style-type: none"> <li>A. Formulate open-ended research questions suitable for inquiry and investigation and develop a plan for gathering information.</li> <li>B. Locate and summarize important information from multiple sources.</li> <li>C. Organize information in a systematic way.</li> <li>D. Acknowledge quoted and paraphrased information and document sources used.</li> <li>E. Communicate findings orally, visually and in writing or through multimedia.</li> </ul>	<p><b>By the end of the 8–10 program:</b></p> <ul style="list-style-type: none"> <li>A. Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.</li> <li>B. Evaluate the usefulness and credibility of data and sources.</li> <li>C. Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.</li> <li>D. Use style guides to produce oral and written reports that give proper credit for sources (e.g., words, ideas, images and information) and include an acceptable format for source acknowledgement.</li> <li>E. Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.</li> </ul>	<p><b>By the end of the 11–12 program:</b></p> <ul style="list-style-type: none"> <li>A. Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted.</li> <li>B. Compile, organize and evaluate information, take notes and summarize findings.</li> <li>C. Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.</li> <li>D. Use style guides to produce oral and written reports that give proper credit for sources (e.g., words, ideas, images and information) and include an acceptable format for source acknowledgement.</li> <li>E. Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.</li> </ul>
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## Benchmarks

### Communications: Oral and Visual Standard

Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify points and adjust presentations according to audience and purpose.

<p><b>Notes:</b></p>	<p><b>By the end of the K–2 program:</b></p> <ul style="list-style-type: none"> <li>A. Use active listening strategies to identify the main idea and to gain information from oral presentations.</li> <li>B. Connect prior experiences, insights and ideas to those of a speaker.</li> <li>C. Follow multi-step directions.</li> <li>D. Speak clearly and at an appropriate pace and volume.</li> <li>E. Deliver a variety of presentations that include relevant information and a clear sense of purpose.</li> </ul>	<p><b>By the end of the 3–4 program:</b></p> <ul style="list-style-type: none"> <li>A. Demonstrate active listening strategies by asking clarifying questions and responding to questions with appropriate elaboration.</li> <li>B. Respond to presentations and media messages by stating the purpose and summarizing main ideas.</li> <li>C. Use clear and specific vocabulary to communicate ideas and to establish tone appropriate to the topic, audience and purpose.</li> <li>D. Identify examples of facts and opinions and explain their differences.</li> <li>E. Organize presentations to provide a beginning, middle and ending and include concrete details.</li> </ul> <p style="text-align: right;">(continued on page 52)</p>
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**By the end of the 5–7 program:**

- A. Use effective listening strategies, summarize major ideas and draw logical inferences from presentations and visual media.
- B. Explain a speaker’s point of view and use of persuasive techniques in presentations and visual media.
- C. Vary language choice and use effective presentation techniques, including voice modulation and enunciation.
- D. Select an organizational structure appropriate to the topic, audience, setting and purpose.
- E. Present ideas in a logical sequence and use effective introductions and conclusions that guide and inform a listener’s understanding of key ideas.

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**By the end of the 8–10 program:**

- A. Use a variety of strategies to enhance listening comprehension.
- B. Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.
- C. Evaluate the content and purpose of a presentation by analyzing the language and delivery choices made by a speaker.
- D. Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.

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**By the end of the 11–12 program:**

- A. Use a variety of strategies to enhance listening comprehension.
- B. Evaluate the clarity, quality, effectiveness and overall coherence of a speaker’s key points, arguments, evidence, organization of ideas, delivery, diction and syntax.
- C. Select and use effective speaking strategies for a variety of audiences, situations and purposes.
- D. Give persuasive presentations that structure ideas and arguments in a logical fashion, clarify and defend positions with relevant evidence and anticipate and address the audience’s concerns.

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**Communication: Oral and Visual Standard**

<p><b>Notes:</b></p>	<p><b>By the end of the K-2 program:</b></p>	<p><b>By the end of the 3-4 program:</b></p> <ul style="list-style-type: none"> <li>F. Clarify information in presentations through the use of important details from a variety of sources, effective organization and a clear focus.</li> <li>G. Deliver a variety of presentations, using visual materials as appropriate.</li> </ul>
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**By the end of the 5–7 program:**

F. Give presentations using a variety of delivery methods, visual materials and technology.

**By the end of the 8–10 program:**

E. Give informational presentations that present ideas in a logical sequence, include relevant facts and details from multiple sources and use a consistent organizational structure.

F. Provide persuasive presentations that use varied speaking techniques and strategies and include a clear controlling idea or thesis.

G. Give presentations using a variety of delivery methods, visual displays and technology.

**By the end of the 11–12 program:**

E. Give informational presentations that contain a clear perspective, present ideas from multiple sources in logical sequence and include a consistent organizational structure.

F. Give presentations using a variety of delivery methods, visual displays and technology.

# K-12 English Language Arts Grade-Level Indicators

## Phonemic Awareness, Word Recognition and Fluency

Students in the primary grades learn to recognize and decode printed words, developing the skills that are the foundations for independent reading. They discover the alphabetic principle (sound-symbol match) and learn to use it in figuring out new words. They build a stock of sight words that helps them to read quickly and accurately with comprehension. By the end of third grade, they demonstrate fluent oral reading, varying their intonation and timing as appropriate for the text.

### Kindergarten

1. Read own first and last name.
2. Identify and complete rhyming words and patterns.
3. Distinguish the number of syllables in words by using rhythmic clapping, snapping or counting.
4. Distinguish and name all upper- and lower-case letters.
5. Recognize, say and write the common sounds of letters.
6. Distinguish letters from words by recognizing that words are separated by spaces.
7. Hear and say the separate phonemes in words, such as identifying the initial consonant sound in a word, and blend phonemes to say words.
8. Read one-syllable and often-heard words by sight.
9. Reread stories independently or as a group, modeling patterns of changes in timing, voice and expression.



## Grade One

1. Identify and distinguish between letters, words and sentences.
2. Identify and say the beginning and ending sounds in words.
3. Demonstrate an understanding of letter-sound correspondence by saying the sounds from all letters and from a variety of letter patterns, such as consonant blends and long- and short-vowel patterns, and by matching sounds to the corresponding letters.
4. Decode by using letter-sound matches.
5. Use knowledge of common word families (e.g., -ite or -ate) to sound out unfamiliar words.
6. Blend two to four phonemes (sounds) into words.
7. Add, delete or change sounds in a given word to create new or rhyming words.
8. Demonstrate a growing stock of sight words.
9. Read text using fluid and automatic decoding skills, including knowledge of patterns, onsets and rimes.
10. Read aloud with changes in emphasis, voice, timing and expression that show a recognition of punctuation and an understanding of meaning.

## Grade Two

1. Identify rhyming words with the same or different spelling patterns.
2. Read regularly spelled multi-syllable words by sight.
3. Blend phonemes (sounds) of letters and syllables to read unknown words with one or more syllables.
4. Use knowledge of common word families (e.g., -ite or -ate) to sound out unfamiliar words.
5. Segment letter, letter blends and syllable sounds in words.
6. Distinguish and identify the beginning, middle and ending sounds in words.

7. Identify words as having either short- or long-vowel sounds.
8. Demonstrate a growing stock of sight words.
9. Read text using fluid and automatic decoding skills.
10. Read passages fluently with appropriate changes in voice, timing and expression.

### Grade Three

1. Identify rhyming words with the same or different spelling patterns.
2. Use letter-sound knowledge and structural analysis to decode words.
3. Use knowledge of common word families (e.g., -ite or -ate) and complex word families (e.g., -ould, -ight) to sound out unfamiliar words.
4. Demonstrate a growing stock of sight words.
5. Read text using fluid and automatic decoding skills.
6. Read passages fluently with changes in tone, voice, timing and expression to demonstrate meaningful comprehension.

### Grades Four – Eight

*Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pace. They show by their appropriate use of pauses, pitch, stress and intonation that they are reading in clauses and sentence units to support comprehension. They gain control over a wider, complex sight vocabulary and over longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.*

# K-12 English Language Arts Grade-Level Indicators



## Acquisition of Vocabulary

Students acquire vocabulary through exposure to language-rich situations, such as reading books and other texts and conversing with adults and peers. They use context clues, as well as direct explanations provided by others, to gain new words. They learn to apply word analysis skills to build and extend their own vocabulary. As students progress through the grades, they become more proficient in applying their knowledge of words (origins, parts, relationships, meanings) to acquire specialized vocabulary that aids comprehension.

## Kindergarten

*Contextual Understanding*

1. Understand new words from the context of conversations or from the use of pictures within a text.

*Conceptual Understanding*

2. Recognize and understand words, signs and symbols seen in everyday life.
3. Identify words in common categories such as color words, number words and directional words.

*Tools and Resources*

4. Determine the meaning of unknown words, with assistance, using a beginner's dictionary.

## Grade One

*Contextual Understanding*

1. Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading.

*Conceptual Understanding*

2. Identify words that have similar meanings (synonyms) and words that have opposite meanings (antonyms).

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|---------------------------------|--|
| <i>Structural Understanding</i> | <ol style="list-style-type: none"> <li>3. Classify words into categories (e.g., colors, fruits, vegetables).</li> <li>4. Recognize common sight words.</li> <li>5. Recognize that words can sound alike but have different meanings (e.g., homophones such as hair and hare).</li> <li>6. Predict the meaning of compound words using knowledge of individual words (e.g., daydream, raindrop).</li> <li>7. Recognize contractions (e.g., isn't, aren't, can't, won't) and common abbreviations (e.g., Jan., Feb.).</li> <li>8. Read root words and their inflectional endings (e.g., walk, walked, walking).</li> </ol> |
| <i>Tools and Resources</i>      | <ol style="list-style-type: none"> <li>9. Determine the meaning of unknown words using a beginner's dictionary.</li> </ol>   |

## Grade Two

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|---------------------------------|--|
| <i>Contextual Understanding</i> | <ol style="list-style-type: none"> <li>1. Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading.</li> </ol>   |
| <i>Conceptual Understanding</i> | <ol style="list-style-type: none"> <li>2. Identify words that have similar meanings (synonyms) and words that have opposite meanings (antonyms).</li> <li>3. Classify words into categories (e.g., colors, fruits, vegetables).</li> <li>4. Read accurately high-frequency sight words.</li> <li>5. Read homographs aloud correctly, adjusting sounds to fit meaning, and use words in context.</li> </ol>                       |
| <i>Structural Understanding</i> | <ol style="list-style-type: none"> <li>6. Determine the meaning of common compound words (e.g., lunchroom, baseball) by explaining the relationship between the words contained in the compound.</li> <li>7. Identify contractions and common abbreviations and connect them to whole words.</li> <li>8. Determine the meaning of prefixes, including un-, re-, pre-, and suffixes, including -er, -est, -ful, -less.</li> </ol> |



- 9. Use root words (e.g., smile) and their various inflections (e.g., smiles, smiling, smiled) to determine the meaning of words.
- Tools and Resources* 10. Determine the meaning and pronunciations of unknown words using a beginner’s dictionary, glossaries and technology.

### Grade Three

*Contextual Understanding*

- 1. Determine the meaning of unknown words using a variety of context clues, including word, sentence and paragraph clues.
- 2. Use context clues to determine the meaning of homophones, homonyms and homographs.

*Conceptual Understanding*

- 3. Apply the meaning of the terms synonyms and antonyms.
- 4. Read accurately high-frequency sight words.

*Structural Understanding*

- 5. Apply knowledge of individual words in unknown compound words to determine their meanings.
- 6. Use knowledge of contractions and common abbreviations to identify whole words.
- 7. Apply knowledge of prefixes, including un-, re-, pre- and suffixes, including -er, -est, -ful and -less to determine meaning of words.
- 8. Decode and determine the meaning of words by using knowledge of root words and their various inflections.

*Tools and Resources*

- 9. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.

### Grade Four

*Contextual Understanding*

- 1. Determine the meaning of unknown words by using a variety of context clues, including word, sentence and paragraph clues.

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| <i>Conceptual Understanding</i> | <ul style="list-style-type: none"> <li>2. Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs.</li> <li>3. Recognize the difference between the meanings of connotation and denotation.</li> <li>4. Identify and apply the meaning of the terms synonym, antonym, homophone and homograph.</li> <li>5. Identify and understand new uses of words and phrases in text, such as similes and metaphors.</li> </ul> |
| <i>Structural Understanding</i> | <ul style="list-style-type: none"> <li>6. Identify word origins to determine the meaning of unknown words and phrases.</li> <li>7. Identify the meanings of prefixes, suffixes and roots and their various forms to determine the meanings of words.</li> </ul>   |
| <i>Tools and Resources</i>      | <ul style="list-style-type: none"> <li>8. Identify the meanings of abbreviations.</li> <li>9. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.</li> </ul>   |

## Grade Five

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|---------------------------------|---|
| <i>Contextual Understanding</i> | <ul style="list-style-type: none"> <li>1. Define the meaning of unknown words by using context clues and the author’s use of definition, restatement and example.</li> <li>2. Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs.</li> </ul> |
| <i>Conceptual Understanding</i> | <ul style="list-style-type: none"> <li>3. Identify the connotation and denotation of new words.</li> <li>4. Identify and understand new uses of words and phrases in text, such as similes and metaphors.</li> </ul>  |
| <i>Structural Understanding</i> | <ul style="list-style-type: none"> <li>5. Use word origins to determine the meaning of unknown words and phrases.</li> </ul>  |

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|----------------------------|--|
| <i>Tools and Resources</i> | <ol style="list-style-type: none"> <li>6. Apply the knowledge of prefixes, suffixes and roots and their various inflections to analyze the meanings of words.</li> <li>7. Identify the meanings of abbreviations.</li> <li>8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.</li> </ol> |
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## Grade Six

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|---------------------------------|--|
| <i>Contextual Understanding</i> | 1. Define the meaning of unknown words by using context clues and the author's use of definition, restatement and example.   |
| <i>Conceptual Understanding</i> | <ol style="list-style-type: none"> <li>2. Apply knowledge of connotation and denotation to determine the meaning of words.</li> <li>3. Identify analogies and other word relationships, including synonyms and antonyms, to determine the meaning of words.</li> <li>4. Interpret metaphors and similes to understand new uses of words and phrases in text.</li> <li>5. Recognize and use words from other languages that have been adopted into the English language.</li> </ol> |
| <i>Structural Understanding</i> | <ol style="list-style-type: none"> <li>6. Apply the knowledge of prefixes, suffixes and roots and their various inflections to analyze the meanings of words.</li> <li>7. Identify symbols and acronyms and connect them to whole words.</li> </ol>  |
| <i>Tools and Resources</i>      | 8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.   |

## Grade Seven

*Contextual Understanding*

1. Define the meaning of unknown words through context clues and the author's use of comparison, contrast, definition, restatement and example.

*Conceptual Understanding*

2. Apply knowledge of connotation and denotation to determine the meaning of words.
3. Infer word meanings through the identification of analogies and other word relationships, including synonyms and antonyms.
4. Interpret metaphors and similes to understand new uses of words and phrases in text.
5. Recognize and use words from other languages that have been adopted into the English language.

*Structural Understanding*

6. Use knowledge of Greek, Latin and Anglo-Saxon roots and affixes to understand vocabulary.
7. Use knowledge of symbols and acronyms to identify whole words.

*Tools and Resources*

8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

## Grade Eight

*Contextual Understanding*

1. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect.

*Conceptual Understanding*

2. Apply knowledge of connotation and denotation to determine the meaning of words.
3. Identify the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships.
4. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes and idioms.

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|---------------------------------|---|
| <i>Structural Understanding</i> | 5. Examine and discuss the ways that different events (e.g., cultural, political, social, technological, and scientific events) impact and change the English language.                                     |
| <i>Tools and Resources</i>      | 6. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies). |
| <i>Tools and Resources</i>      | 7. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.                  |

## Grade Nine

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|---------------------------------|---|
| <i>Contextual Understanding</i> | 1. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect.  |
| <i>Conceptual Understanding</i> | 2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and infer word meanings from these relationships.                         |
| <i>Structural Understanding</i> | 3. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns.  |
| <i>Tools and Resources</i>      | 4. Examine and discuss ways historical events have influenced the English language.   |
| <i>Tools and Resources</i>      | 5. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies). |
| <i>Tools and Resources</i>      | 6. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.                  |

## Grade Ten

*Contextual Understanding*

1. Define unknown words through context clues and the author’s use of comparison, contrast and cause and effect.

*Conceptual Understanding*

2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and infer word meanings from these relationships.
3. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns.
4. Analyze the ways that historical events influenced the English language.

*Structural Understanding*

5. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).

*Tools and Resources*

6. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.

## Grade Eleven

*Contextual Understanding*

1. Recognize and identify how authors clarify meanings of words through context and use definition, restatement, example, comparison, contrast and cause and effect to advance word study.

*Conceptual Understanding*

2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and evaluate the effectiveness of analogous relationships.
3. Examine and explain the influence of the English language on world literature, communications and popular culture.

*Structural  
Understanding*

4. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).

*Tools and Resources*

5. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

## Grade Twelve

*Contextual  
Understanding*

1. Recognize and identify how authors clarify meanings of words through context and use definition, restatement, example, comparison, contrast and cause and effect to advance word study.

*Conceptual  
Understanding*

2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and evaluate the effectiveness of analogous relationships.
3. Examine and explain the influence of the English language on world literature, communications and popular cultures.

*Structural  
Understanding*

4. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).

*Tools and Resources*

5. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

# K-12 English Language Arts Grade-Level Indicators

## Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

Students develop and learn to apply strategies, such as predicting and recalling, that help them to comprehend and interpret informational and literary texts. Reading and learning to read are problem solving processes that require strategies for the reader to make sense of written language and remain engaged with texts. Beginners develop basic concepts about print (e.g., that print holds meaning) and how books work (e.g., text organization). As strategic readers, students learn to analyze and evaluate texts to demonstrate their understanding of text. Additionally, students learn to self-monitor their own comprehension by asking and answering questions about the text, self-correcting errors and assessing their own understanding. They apply these strategies effectively to assigned and self-selected texts read in and out of the classroom.

### Kindergarten

#### *Concepts of Print*

1. Demonstrate an understanding that print has meaning by explaining that text provides information or tells a story.
2. Hold books right side up, know that people read pages from front to back and read words from left to right.
3. Know the differences between illustrations and print.

#### *Comprehension Strategies*

4. Visualize the information in texts, and demonstrate this by drawing pictures, discussing images in texts or dictating simple descriptions.
5. Predict what will happen next, using pictures and content as a guide.





- 6. Compare information (e.g., recognize similarities) in texts using prior knowledge and experience.
  - 7. Recall information from a story by sequencing pictures and events.
  - 8. Answer literal questions to demonstrate comprehension of orally read grade-appropriate texts.
  - 9. Monitor comprehension of orally read texts by asking and answering questions.
  - 10. Identify favorite books and stories and participate in shared oral reading.
- Self-Monitoring Strategies*
- Independent Reading*

## Grade One

- Concepts of Print*
- Comprehension Strategies*
- 1. Describe the role of authors and illustrators.
  - 2. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).
  - 3. Visualize the information in texts and demonstrate this by drawing pictures, discussing images in texts or writing simple descriptions.
  - 4. Make predictions while reading and support predictions with information from the text or prior experience.
  - 5. Compare information (e.g., recognize similarities) in texts with prior knowledge and experience.
  - 6. Recall the important ideas in fictional and non-fictional texts.
  - 7. Create and use graphic organizers such as Venn diagrams or webs, with teacher assistance, to demonstrate comprehension.
  - 8. Answer literal, simple inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
  - 9. Monitor comprehension of independently- or group-read texts by asking and answering questions.
- Self-Monitoring Strategies*

- Independent Reading*
10. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).
  11. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

## Grade Two

- Comprehension Strategies*
1. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).
  2. Predict content, events and outcomes from illustrations and prior experience and support those predictions with examples from the text or background knowledge.
  3. Compare and contrast information in texts with prior knowledge and experience.
  4. Summarize text by recalling main ideas and some supporting details.
  5. Create and use graphic organizers, such as Venn diagrams and webs, to demonstrate comprehension.
  6. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
- Self-Monitoring Strategies*
7. Monitor comprehension by recognizing when text does not make sense and look back or read on to reinforce comprehension.
  8. Monitor reading comprehension by identifying word errors and self-correcting.
- Independent Reading*
9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).
  10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

## Grade Three

*Comprehension  
Strategies*

1. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).
2. Predict content, events and outcomes by using chapter titles, section headers, illustrations and story topics, and support those predictions with examples from the text.
3. Compare and contrast information between texts and across subject areas.
4. Summarize texts, sequencing information accurately and include main ideas and details as appropriate.
5. Make inferences regarding events and possible outcomes from information in text.
6. Create and use graphic organizers, such as Venn diagrams and webs, to demonstrate comprehension.
7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.

*Self-Monitoring  
Strategies*

8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or looking back.

*Independent Reading*

9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).
10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

## Grade Four

*Comprehension  
Strategies*

1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.
2. Predict and support predictions using an awareness of new vocabulary, text structures and familiar plot patterns.

3. Compare and contrast information on a single topic or theme across different text and non-text resources.
4. Summarize important information in texts to demonstrate comprehension.
5. Make inferences or draw conclusions about what has been read and support those conclusions with textual evidence.
6. Select, create and use graphic organizers to interpret textual information.
7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or looking back.
9. List questions and search for answers within the text to construct meaning.
10. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).
11. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

*Self-Monitoring  
Strategies*

*Independent Reading*

## Grade Five

*Comprehension  
Strategies*

1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.
2. Predict and support predictions with specific references to textual examples that may be in widely separated sections of text.
3. Make critical comparisons across texts.
4. Summarize the information in texts, recognizing that there may be several important ideas rather than just one main idea and identifying details that support each.

- 5. Make inferences based on implicit information in texts, and provide justifications for those inferences.
- 6. Select, create and use graphic organizers to interpret textual information.
- 7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
- Self-Monitoring Strategies*
- 8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back or summarizing what has been read so far in text.
- 9. List questions and search for answers within the text to construct meaning.
- Independent Reading*
- 10. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres, or recommendations from others).
- 11. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

## Grade Six

- Comprehension Strategies*
- 1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.
- 2. Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text.
- 3. Make critical comparisons across texts, noting author's style as well as literal and implied content of text.
- 4. Summarize the information in texts, recognizing important ideas and supporting details, and noting gaps or contradictions.
- 5. Select, create and use graphic organizers to interpret textual information.

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| <i>Self-Monitoring Strategies</i> | <ul style="list-style-type: none"> <li>6. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts, electronic and visual media.</li> <li>7. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.</li> <li>8. List questions and search for answers within the text to construct meaning.</li> </ul> |
| <i>Independent Reading</i>        | <ul style="list-style-type: none"> <li>9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).</li> <li>10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</li> </ul>  |

## Grade Seven

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|---------------------------------|--|
| <i>Comprehension Strategies</i> | <ul style="list-style-type: none"> <li>1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.</li> <li>2. Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text.</li> <li>3. Make critical comparisons across text, noting author's style as well as literal and implied content of text.</li> <li>4. Summarize the information in texts, using key ideas, supporting details and referencing gaps or contradictions.</li> <li>5. Select, create and use graphic organizers to interpret textual information.</li> <li>6. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.</li> </ul> |
|---------------------------------|--|

*Self-Monitoring Strategies*

7. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.

*Independent Reading*

8. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).

9. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

## Grade Eight

*In Grades 8 through 12, students should read purposefully and automatically, using the comprehension and self-monitoring strategies outlined in previous grades. As they encounter increasingly challenging content-area and literary texts, students may more consciously employ these strategies and benefit from teacher modeling of the reading process.*

*Comprehension Strategies*

1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.

2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.

*Self-Monitoring Strategies*

3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.

*Independent Reading*

4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).

5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

## Grade Nine

*In Grades 8 through 12, students should read purposefully and automatically, using the comprehension and self-monitoring strategies outlined in previous grades. As they encounter increasingly challenging content-area and literary texts, students may more consciously employ these strategies and benefit from teacher modeling of the reading process.*

### *Comprehension Strategies*

1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.
2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.

### *Self-Monitoring Strategies*

3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.

### *Independent Reading*

4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).
5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

## Grade Ten

*In Grades 8 through 12, students should read purposefully and automatically, using the comprehension and self-monitoring strategies outlined in previous grades. As they encounter increasingly challenging content-area and literary texts, students may more consciously employ these strategies and benefit from teacher modeling of the reading process.*

### *Comprehension Strategies*

1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.



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|-----------------------------------|---|
| <i>Self-Monitoring Strategies</i> | <ol style="list-style-type: none"> <li>2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.</li> <li>3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.</li> </ol> |
| <i>Independent Reading</i>        | <ol style="list-style-type: none"> <li>4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).</li> <li>5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</li> </ol>  |

## Grade Eleven

*In Grades 8 through 12, students should read purposefully and automatically, using the comprehension and self-monitoring strategies outlined in previous grades. As they encounter increasingly challenging content-area and literary texts, students may more consciously employ these strategies and benefit from teacher modeling of the reading process.*

- |                                   |  |
|-----------------------------------|--|
| <i>Comprehension Strategies</i>   | <ol style="list-style-type: none"> <li>1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.</li> <li>2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.</li> </ol> |
| <i>Self-Monitoring Strategies</i> | <ol style="list-style-type: none"> <li>3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.</li> </ol>  |
| <i>Independent Reading</i>        | <ol style="list-style-type: none"> <li>4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).</li> </ol>   |

5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

## Grade Twelve

*In Grades 8 through 12, students should read purposefully and automatically, using the comprehension and self-monitoring strategies outlined in previous grades. As they encounter increasingly challenging content-area and literary texts, students may more consciously employ these strategies and benefit from teacher modeling of the reading process.*

### *Comprehension Strategies*

1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.
2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.

### *Self-Monitoring Strategies*

3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.

### *Independent Reading*

4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).
5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

# K-12 English Language Arts Grade-Level Indicators



## Reading Applications: Informational, Technical and Persuasive Text

Students gain information from reading for purposes of learning about a subject, doing a job, making decisions and accomplishing a task. Students need to apply the reading process to various types of informational texts, including essays, magazines, newspapers, textbooks, instruction manuals, consumer and workplace documents, reference materials, multimedia and electronic resources. They learn to attend to text features, such as titles, subtitles and visual aids, to make predictions and build text knowledge. They learn to read diagrams, charts, graphs, maps and displays in text as sources of additional information. Students use their knowledge of text structure to organize content information, analyze it and draw inferences from it. Strategic readers learn to recognize arguments, bias, stereotyping and propaganda in informational text sources.

### Kindergarten

1. Use pictures and illustrations to aid comprehension.
2. Identify and discuss the sequence of events in informational text.
3. Tell the main idea of a selection that has been read aloud.
4. Identify and discuss simple maps, charts and graphs.
5. Follow simple directions.

### Grade One

1. Use title page, photographs, captions and illustrations (text features) to develop comprehension of informational texts.
2. Identify the sequence of events in informational text.

3. Ask questions concerning essential elements of informational text (e.g., why, who, where, what, when and how).
4. Identify central ideas and supporting details of informational text with teacher assistance.
5. Identify and discuss simple diagrams, charts, graphs and maps as characteristics of nonfiction.
6. Follow multiple-step directions.

## Grade Two

1. Use the table of contents, glossary, captions and illustrations to identify information and to comprehend text.
2. Arrange events from informational text in sequential order.
3. List questions about essential elements from informational text (e.g., why, who, where, what, when and how) and identify answers.
4. Classify ideas from informational texts as main ideas or supporting details.
5. Identify information in diagrams, charts, graphs and maps.
6. Analyze a set of directions for proper sequencing.

## Grade Three

1. Use the table of contents, chapter headings, glossary, index, captions and illustrations to locate information and comprehend texts.
2. List questions about essential elements (e.g., why, who, where, what, when and how) from informational text and identify answers.
3. Identify and list the important central ideas and supporting details of informational text.

4. Draw conclusions from information in maps, charts, graphs and diagrams.
5. Analyze a set of directions for proper sequencing, clarity and completeness.

## Grade Four

1. Make inferences about informational text from the title page, table of contents and chapter headings.
2. Summarize main ideas in informational text, using supporting details as appropriate.
3. Locate important details about a topic, using different sources of information, including books, magazines, newspapers and online resources.
4. Identify examples of cause and effect used in informational text.
5. Draw conclusions from information in maps, charts, graphs and diagrams.
6. Clarify steps in a set of instructions or procedures for completeness.
7. Distinguish fact from opinion.

## Grade Five

1. Use text features, such as chapter titles, headings and subheadings; parts of books, including the index and table of contents and online tools (search engines) to locate information.
2. Identify, distinguish between and explain examples of cause and effect in informational text.
3. Compare important details about a topic, using different sources of information, including books, magazines, newspapers and online resources.
4. Summarize the main ideas and supporting details.
5. Analyze information found in maps, charts, tables, graphs and diagrams.

6. Clarify steps in a set of instructions or procedures for proper sequencing and completeness and revise if necessary.
7. Analyze the difference between fact and opinion.
8. Distinguish relevant from irrelevant information in a text and identify possible points of confusion for the reader.
9. Identify and understand an author's purpose for writing, including to explain, to entertain or to inform.

## Grade Six

1. Use text features, such as chapter titles, headings and subheading; parts of books, including index, appendix, table of contents and online tools (search engines) to locate information.
2. Analyze examples of cause and effect and fact and opinion.
3. Compare and contrast important details about a topic, using different sources of information including books, magazines, newspapers and online resources
4. Compare original text to a summary to determine the extent to which the summary adequately reflects the main ideas and critical details of the original text.
5. Analyze information found in maps, charts, tables, graphs, diagrams and cutaways.
6. Identify an author's argument or viewpoint and assess the adequacy and accuracy of details used.
7. Identify and understand an author's purpose for writing, including to explain, entertain, persuade or inform.
8. Summarize information from informational text, identifying the treatment, scope and organization of ideas.

## Grade Seven

1. Use text features, such as chapter titles, headings and subheadings; parts of books, including index, appendix, table of contents and online tools (search engines) to locate information.
2. Analyze examples of cause and effect and fact and opinion.
3. Compare and contrast different sources of information, including books, magazines, newspapers and online resources, to draw conclusions about a topic.
4. Compare original text to a summary to determine the extent to which the summary adequately reflects the main ideas, critical details and underlying meaning of the original text.
5. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.
6. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques and examples of bias and stereotyping.
7. Identify an author's purpose for writing and explain an author's argument, perspective or viewpoint in text.
8. Compare the treatment, scope and organization of ideas from different texts on the same topic.

## Grade Eight

1. Compare and contrast text features, including format and headers of various informational texts in terms of their structure and purpose.
2. Identify and use the organizational structure of a text, such as chronological, compare-contrast, cause-effect, problem-solution, and evaluate its effectiveness.
3. Compare and contrast the treatment, scope and organization of ideas from different sources on the same topic.
4. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.

5. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., bandwagon, testimonial and emotional word repetition) and examples of bias and stereotyping.
6. Identify the author's purpose and intended audience for the text.
7. Analyze an author's argument, perspective or viewpoint and explain the development of key points.
8. Recognize how writers cite facts, draw inferences and present opinions in informational text.
9. Distinguish the characteristics of consumer materials (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).

## Grade Nine

1. Identify and understand organizational patterns (e.g., cause-effect, problem-solution) and techniques, including repetition of ideas, syntax and word choice, that authors use to accomplish their purpose and reach their intended audience.
2. Critique the treatment, scope and organization of ideas from multiple sources on the same topic.
3. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.
4. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., bandwagon, testimonial, transfer, glittering generalities, emotional word repetition, bait and switch) and examples of propaganda, bias and stereotyping.
5. Analyze an author's implicit and explicit argument, perspective or viewpoint in text.
6. Analyze the author's development of key points to support argument or point of view.



7. Compare and contrast the effectiveness of the features (e.g., format, sequence, headers) used in various consumer documents (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).
8. Identify the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches.

## Grade Ten

1. Identify and understand organizational patterns (e.g., cause-effect, problem-solution) and techniques, including repetition of ideas, syntax and word choice, that authors use to accomplish their purpose and reach their intended audience.
2. Critique the treatment, scope and organization of ideas from multiple sources on the same topic.
3. Evaluate the effectiveness of information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.
4. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., transfer, glittering generalities, bait and switch) and examples of propaganda, bias and stereotyping.
5. Analyze an author's implicit and explicit argument, perspective or viewpoint in text.
6. Identify appeals to authority, reason and emotion.
7. Analyze the effectiveness of the features (e.g., format, graphics, sequence, headers) used in various consumer documents (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).

8. Describe the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches.

## Grade Eleven

1. Analyze the rhetorical devices used in public documents, including newspaper editorials and speeches.
2. Analyze and critique organizational patterns and techniques including repetition of ideas, appeals to authority, reason and emotion, syntax and word choice that authors use to accomplish their purpose and reach their intended audience.
3. Analyze the content from several sources on a single issue, clarifying ideas and connecting them to other sources and related topics.
4. Distinguish between valid and invalid inferences and provide evidence to support the findings, noting instances of unsupported inferences, fallacious reasoning, propaganda techniques, bias and stereotyping.
5. Examine an author's implicit and explicit philosophical assumptions and beliefs about a subject.
6. Evaluate the effectiveness and validity of arguments in public documents and their appeal to various audiences.
7. Analyze the structure and features of functional and workplace documents, including format, sequence and headers, and how authors use these features to achieve their purposes and to make information accessible and usable.
8. Critique functional and workplace documents (e.g., instructions, technical manuals, travel schedules and business memoranda) for sequencing of information and procedures, anticipation of possible reader misunderstandings and visual appeal.

## Grade Twelve

1. Analyze the rhetorical devices used in public documents, including state or school policy statements, newspaper editorials and speeches.
2. Analyze and critique organizational patterns and techniques including repetition of ideas, appeals to authority, reason and emotion, syntax and word choice that authors use to accomplish their purpose and reach their intended audience.
3. Analyze and compile information from several sources on a single issue or written by a single author, clarifying ideas and connecting them to other sources and related topics.
4. Distinguish between valid and invalid inferences and provide evidence to support the findings, noting instances of unsupported inferences, fallacious reasoning, propaganda techniques, bias and stereotyping.
5. Examine an author's implicit and explicit philosophical assumptions and beliefs about a subject.
6. Evaluate the effectiveness and validity of arguments in public documents and their appeal to various audiences.
7. Analyze the structure and features of functional and workplace documents, including format, sequence and headers, and how authors use these features to achieve their purposes and to make information accessible and usable.
8. Critique functional and workplace documents (e.g., instructions, technical manuals, travel schedules and business memoranda) for sequencing of information and procedures, anticipation of possible reader misunderstandings and visual appeal.

# K-12 English Language Arts Grade-Level Indicators



## Reading Applications: Literary Text

Students enhance their understanding of the human story by reading literary texts that represent a variety of authors, cultures and eras. They learn to apply the reading process to the various genres of literature, including fables, tales, short stories, novels, poetry and drama. They demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author's use of language (e.g., word choice and figurative language), comparing and contrasting texts, inferring theme and meaning and responding to text in critical and creative ways. Strategic readers learn to explain, analyze and critique literary text to achieve deep understanding.

## Kindergarten

1. Identify favorite books and stories.
2. Identify the characters and setting in a story.
3. Retell or re-enact a story that has been heard.
4. Distinguish between fantasy and reality.
5. Recognize predictable patterns in stories.

## Grade One

1. Provide own interpretation of story, using information from the text.
2. Identify characters, setting and events in a story.
3. Retell the beginning, middle and ending of a story, including its important events.
4. Identify differences between stories, poems and plays.
5. Recognize predictable patterns in stories and poems.

## Grade Two

1. Compare and contrast different versions of the same story.
2. Describe characters and setting.
3. Retell the plot of a story.
4. Distinguish between stories, poems, plays, fairy tales and fables.
5. Identify words from texts that appeal to the senses.
6. Identify the theme of a text.

## Grade Three

1. Recognize and describe similarities and differences of plot across literary works.
2. Use concrete details from the text to describe characters and setting.
3. Retell the plot sequence.
4. Identify and explain the defining characteristics of literary forms and genres, including fairy tales, folk tales, poetry, fiction and non-fiction.
5. Explain how an author's choice of words appeals to the senses.
6. Identify stated and implied themes.
7. Describe methods authors use to influence readers' feelings and attitudes (e.g., appeal of characters in a picture book; use of figurative language).

## Grade Four

1. Describe the thoughts, words and interactions of characters.
2. Identify the influence of setting on the selection.
3. Identify the main incidents of a plot sequence, identifying the major conflict and its resolution.
4. Identify the speaker and recognize the difference between first- and third-person narration.

5. Determine the theme and whether it is implied or stated directly.
6. Identify and explain the defining characteristics of literary forms and genres, including poetry, drama, fables, fantasies, chapter books, fiction and non-fiction.
7. Explain how an author's choice of words appeals to the senses and suggests mood.
8. Identify figurative language in literary works, including idioms, similes and metaphors.

## Grade Five

1. Explain how a character's thoughts, words and actions reveal his or her motivations.
2. Explain the influence of setting on the selection.
3. Identify the main incidents of a plot sequence and explain how they influence future action.
4. Identify the speaker and explain how point of view affects the text.
5. Summarize stated and implied themes.
6. Describe the defining characteristics of literary forms and genres, including poetry, drama, chapter books, biographies, fiction and non-fiction.
7. Interpret how an author's choice of words appeals to the senses and suggests mood.
8. Identify and explain the use of figurative language in literary works, including idioms, similes, hyperboles, metaphors and personification.

## Grade Six

1. Analyze the techniques authors use to describe characters, including narrator or other characters' point of view; character's own thoughts, words or actions.
2. Identify the features of setting and explain their importance in literary text.

3. Identify the main and minor events of the plot, and explain how each incident gives rise to the next.
4. Explain first, third and omniscient points of view, and explain how voice affects the text.
5. Identify recurring themes, patterns and symbols found in literature from different eras and cultures.
6. Explain the defining characteristics of literary forms and genres, including poetry, drama, myths, biographies, autobiographies, fiction and non-fiction.
7. Distinguish how an author establishes mood and meaning through word choice, figurative language and syntax.

## Grade Seven

1. Explain interactions and conflicts (e.g., character vs. self, nature or society) between main and minor characters in literary text and how the interactions affect the plot.
2. Analyze the features of the setting and their importance in a text.
3. Identify the main and minor events of the plot, and explain how each incident gives rise to the next.
4. Identify and compare subjective and objective points of view and how they affect the overall body of a work.
5. Identify recurring themes, patterns and symbols found in literature from different eras and cultures.
6. Explain the defining characteristics of literary forms and genres, including poetry, drama, myths, biographies, autobiographies, science fiction, fiction and non-fiction.
7. Interpret how mood or meaning is conveyed through word choice, figurative language and syntax.

## Grade Eight

1. Identify and explain various types of characters (e.g., flat, round, dynamic, static) and how their interactions and conflicts affect the plot.

2. Analyze the influence of setting in relation to other literary elements.
3. Explain how authors pace action and use subplots, parallel episodes and climax.
4. Compare and contrast different points of view (e.g., first person and third person limited, omniscient, objective and subjective), and explain how voice affects literary text.
5. Identify and explain universal themes across different works by the same author and by different authors.
6. Explain how an author's choice of genre affects the expression of a theme or topic.
7. Identify examples of foreshadowing and flashback in a literary text.
8. Explain ways in which the author conveys mood and tone through word choice, figurative language, and syntax.
9. Examine symbols used in literary texts.

## Grade Nine

1. Identify and explain an author's use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies.
2. Analyze the influence of setting in relation to other literary elements.
3. Identify ways in which authors use conflicts, parallel plots and subplots in literary texts.
4. Evaluate the point of view used in a literary text.
5. Interpret universal themes across different works by the same author and different authors.
6. Analyze how an author's choice of genre affects the expression of a theme or topic.
7. Explain how foreshadowing and flashback are used to shape plot in a literary text.



8. Define and identify types of irony, including verbal, situational and dramatic, used in literary texts.
9. Analyze ways in which the author conveys mood and tone through word choice, figurative language and syntax.
10. Explain how authors use symbols to create broader meanings.
11. Identify sound devices, including alliteration, assonance, consonance and onomatopoeia, used in literary texts.

## Grade Ten

1. Compare and contrast an author's use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies.
2. Analyze the features of setting and their importance in a literary text.
3. Distinguish how conflicts, parallel plots and subplots affect the pacing of action in literary text.
4. Interpret universal themes across different works by the same author or by different authors.
5. Analyze how an author's choice of genre affects the expression of a theme or topic.
6. Explain how literary techniques, including foreshadowing and flashback, are used to shape the plot of a literary text.
7. Recognize how irony is used in a literary text.
8. Analyze the author's use of point of view, mood and tone.
9. Explain how authors use symbols to create broader meanings.
10. Describe the effect of using sound devices in literary texts (e.g., to create rhythm, to appeal to the senses or to establish mood).

11. Explain ways in which an author develops a point of view and style (e.g., figurative language, sentence structure and tone), and cite specific examples from the text.

## Grade Eleven

1. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific examples of characters' thoughts, words and actions.
2. Analyze the historical, social and cultural context of setting.
3. Explain how voice and narrator affect the characterization, plot and credibility.
4. Evaluate the author's use of point of view in a literary text.
5. Analyze variations of universal themes in literary texts.
6. Recognize characteristics of subgenres, including satire, parody and allegory, and explain how choice of genre affects the expression of a theme or topic.
7. Analyze the characteristics of various literary periods and how the issues influenced the writers of those periods.
8. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis.

## Grade Twelve

1. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific examples of characters' thoughts, words and actions.

2. Analyze the historical, social and cultural context of setting.
3. Explain how voice and narrator affect the characterization, plot and credibility.
4. Evaluate an author's use of point of view in a literary text.
5. Analyze variations of universal themes in literary texts.
6. Recognize and differentiate characteristics of subgenres, including satire, parody and allegory, and explain how choice of genre affects the expression of theme or topic.
7. Compare and contrast varying characteristics of American, British, world and multi-cultural literature.
8. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis.

# K-12 English Language Arts Grade-Level Indicators



## Writing Processes

Students' writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising and editing and publishing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.

## Kindergarten

### *Prewriting*

1. Generate writing ideas through discussions with others.
2. Choose a topic for writing.
3. Determine audience.

### *Drafting, Revising and Editing*

4. Organize and group related ideas.
5. Write from left to right and top to bottom.
6. Use correct sentence structures when expressing thoughts and ideas.
7. Reread own writing.
8. Use resources (e.g., a word wall) to enhance vocabulary.

### *Publishing*

9. Rewrite and illustrate writing samples for display and for sharing with others.

## Grade One

- |                                       |  |
|---------------------------------------|--|
| <i>Prewriting</i>                     | <ol style="list-style-type: none"> <li>1. Generate writing ideas through discussions with others.</li> <li>2. Develop a main idea for writing.</li> <li>3. Determine purpose and audience.</li> <li>4. Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.</li> </ol>  |
| <i>Drafting, Revising and Editing</i> | <ol style="list-style-type: none"> <li>5. Organize writing to include a beginning, middle and end.</li> <li>6. Construct complete sentences with subjects and verbs.</li> <li>7. Mimic language from literature when appropriate.</li> <li>8. Use available technology to compose text.</li> <li>9. Reread own writing for clarity.</li> <li>10. Add descriptive words and details.</li> <li>11. Use resources (e.g., a word wall, beginner’s dictionary, word bank) to select effective vocabulary.</li> <li>12. Proofread writing to improve conventions (e.g., grammar, spelling, punctuation and capitalization).</li> <li>13. Apply tools (e.g., rubric, checklist, feedback) to judge the quality of writing.</li> </ol> |
| <i>Publishing</i>                     | <ol style="list-style-type: none"> <li>14. Rewrite and illustrate writing samples for display and for sharing with others.</li> </ol>  |

## Grade Two

- |                                       |   |
|---------------------------------------|---|
| <i>Prewriting</i>                     | <ol style="list-style-type: none"> <li>1. Generate writing ideas through discussions with others.</li> <li>2. Develop a main idea for writing.</li> <li>3. Develop a purpose and audience for writing.</li> <li>4. Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.</li> </ol> |
| <i>Drafting, Revising and Editing</i> | <ol style="list-style-type: none"> <li>5. Organize writing with a developed beginning, middle and end.</li> <li>6. Use a range of complete sentences, including declarative, interrogative and exclamatory.</li> </ol>  |

7. Include transitional words and phrases.
8. Use language for writing that is different from oral language, mimicking writing style of books when appropriate.
9. Use available technology to compose text.
10. Reread and assess writing for clarity, using a variety of methods (e.g., writer’s circle or author’s chair).
11. Add descriptive words and details and delete extraneous information.
12. Use resources (e.g., word wall, beginner’s dictionary and word bank) to select effective vocabulary.
13. Proofread writing to improve conventions (e.g., grammar, spelling, punctuation and capitalization).
14. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.

*Publishing*

15. Rewrite and illustrate writing samples for display and for sharing with others.

### **Grade Three**

*Prewriting*

1. Generate writing ideas through discussions with others and from printed material.
2. Develop a clear main idea for writing.
3. Develop a purpose and audience for writing.
4. Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.

*Drafting, Revising  
and Editing*

5. Organize writing by providing a simple introduction, body and a clear sense of closure.
6. Use a wide range of simple, compound and complex sentences.
7. Create paragraphs with topic sentences and supporting sentences that are marked by indentation and are linked by transitional words and phrases.

8. Use language for writing that is different from oral language, mimicking writing style of books when appropriate.
9. Use available technology to compose text.
10. Reread and assess writing for clarity, using a variety of methods (e.g., writer’s circle or author’s chair).
11. Add descriptive words and details and delete extraneous information.
12. Rearrange words, sentences and paragraphs to clarify meaning.
13. Use resources and reference materials, including dictionaries, to select more effective vocabulary.
14. Proofread writing and edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.
15. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
- Publishing* 16. Rewrite and illustrate writing samples for display and for sharing with others.

## Grade Four

- Prewriting*
  1. Generate writing ideas through discussions with others and from printed material.
  2. State and develop a clear main idea for writing.
  3. Develop a purpose and audience for writing.
  4. Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.
- Drafting, Revising and Editing*
  5. Organize writing, beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details.
  6. Vary simple, compound and complex sentence structures.
  7. Create paragraphs with topic sentences and supporting sentences that are marked by indentation) and are linked by transitional words and phrases.

8. Vary language and style as appropriate to audience and purpose.
9. Use available technology to compose text.
10. Reread and assess writing for clarity, using a variety of methods (e.g., writer’s circle or author’s chair).
11. Add descriptive words and details and delete extraneous information.
12. Rearrange words, sentences and paragraphs to clarify meaning.
13. Use resources and reference materials, including dictionaries, to select more effective vocabulary.
14. Proofread writing and edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.
15. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.

*Publishing*

16. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using techniques such as electronic resources and graphics to enhance the final product.

## Grade Five

*Prewriting*

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
2. Conduct background reading, interviews or surveys when appropriate.
3. State and develop a clear main idea for writing.
4. Determine a purpose and audience.
5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.

*Drafting, Revising  
and Editing*

6. Organize writing, beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details.



7. Vary simple, compound and complex sentence structures.
8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.
9. Vary language and style as appropriate to audience and purpose.
10. Use available technology to compose text.
11. Reread and assess writing for clarity, using a variety of methods (e.g., writer’s circle or author’s chair).
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.

- Publishing*
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using techniques such as electronic resources and graphics to enhance the final product.

## Grade Six

- Prewriting*
1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
  2. Conduct background reading, interviews or surveys when appropriate.
  3. Establish a thesis statement for informational writing or a plan for narrative writing.

- |   |  |
|---|--|
| <i>Drafting, Revising<br/>and Editing</i> | <ol style="list-style-type: none"> <li>4. Determine a purpose and audience.</li> <li>5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.</li> <li>6. Organize writing, beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details.</li> <li>7. Vary simple, compound and complex sentence structures.</li> <li>8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.</li> <li>9. Vary language and style as appropriate to audience and purpose.</li> <li>10. Use available technology to compose text.</li> <li>11. Reread and analyze clarity of writing.</li> <li>12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.</li> <li>13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.</li> <li>14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.</li> <li>15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.</li> <li>16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.</li> </ol> |
| <i>Publishing</i>                         | <ol style="list-style-type: none"> <li>17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.</li> </ol>   |

## Grade Seven

### *Prewriting*

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
2. Conduct background reading, interviews or surveys when appropriate.
3. Establish a thesis statement for informational writing or a plan for narrative writing.
4. Determine a purpose and audience.
5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.

### *Drafting, Revising and Editing*

6. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.
7. Vary simple, compound and complex sentence structures.
8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.
10. Use available technology to compose text.
11. Reread and analyze clarity of writing.
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.

16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.

*Publishing* 17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

## Grade Eight

*Prewriting*

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
2. Conduct background reading, interviews or surveys when appropriate.
3. Establish a thesis statement for informational writing or a plan for narrative writing.
4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.
5. Use organizational strategies (e.g., notes and outlines) to plan writing.

*Drafting, Revising and Editing*

6. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.
7. Vary simple, compound and complex sentence structures.
8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus reinforced by parallel structures across paragraphs.
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.
10. Use available technology to compose text.

11. Reread and analyze clarity of writing and consistency of point of view.
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
- Publishing* 17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

## Grade Nine

- Prewriting* 1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).
3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.
4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.

*Drafting, Revising  
and Editing*

5. Use organizational strategies (e.g., notes and outlines) to plan writing.
6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.
7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).
8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose and use techniques to convey a personal style and voice.
10. Use available technology to compose text.
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.
12. Add and delete information and details to better elaborate on stated central idea and more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.

16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.

*Publishing* 17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

## Grade Ten

*Prewriting*

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).
3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.
4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure, and point of view) to address purpose and audience.
5. Use organizational strategies (e.g., notes, outlines) to plan writing.

*Drafting, Revising and Editing*

6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.
7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).
8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.

9. Use language (including precise language, action verbs, sensory details and colorful modifiers) and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.
10. Use available technology to compose text.
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.
12. Add and delete information and details to better elaborate on stated central idea and more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.

*Publishing*

17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

## Grade Eleven

*Prewriting*

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.



*Drafting, Revising  
and Editing*

2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).
3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.
4. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience.
5. Use organizational strategies (e.g., notes and outlines) to plan writing.
6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.
7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).
8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.
10. Use available technology to compose text.
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts.

13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
- Publishing* 17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

## Grade Twelve

- Prewriting* 1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).
3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.
4. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience.

*Drafting, Revising  
and Editing*

5. Use organizational strategies (e.g., notes and outlines) to plan writing.
6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.
7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).
8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.
10. Use available technology to compose text.
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts.
13. Rearrange words, sentences and paragraphs and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.

16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
- Publishing* 17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

# K-12 English Language Arts Grade-Level Indicators



## Writing Applications

Students need to understand that various types of writing require different language, formatting and special vocabulary. Writing serves many purposes across the curriculum and takes various forms. Beginning writers learn about the various purposes of writing; they attempt and use a small range of familiar forms (e.g., letters). Developing writers are able to select text forms to suit purpose and audience. They can explain why some text forms are more suited to a purpose than others and begin to use content-specific vocabulary to achieve their communication goals. Proficient writers control effectively the language and structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure in their writing according to audience and purpose.

## Kindergarten

1. Dictate or write simple stories, using letters, words or pictures.
2. Name or label objects or places.
3. Write from left to right and from top to bottom.
4. Dictate or write informal writings for various purposes.

## Grade One

1. Write simple stories with a beginning, middle and end that include descriptive words and details.
2. Write responses to stories that include simple judgments about the text.

3. Write friendly letters or invitations that follow a simple letter format.
4. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.

## Grade Two

1. Write stories that convey a clear message, include details, use vivid language and move through a logical sequence of steps and events.
2. Write responses to stories by comparing text to other texts, or to people or events in their own lives.
3. Write letters or invitations that include relevant information and follow letter format (e.g., date, proper salutation, body, closing and signature).
4. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.

## Grade Three

1. Write stories that sequence events and include descriptive details and vivid language to develop characters, setting and plot.
2. Write responses to novels, stories and poems that demonstrate an understanding of the text and support judgments with specific references to the text.
3. Write formal and informal letters (e.g., thank you notes, letters of request) that include relevant information and date, proper salutation, body, closing and signature.
4. Write informational reports that include the main ideas and significant details from the text.
5. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.

## Grade Four

1. Write narratives that sequence events, including descriptive details and vivid language to develop plot, characters and setting and to establish a point of view.
2. Write responses to novels, stories and poems that include a simple interpretation of a literary work and support judgments with specific references to the original text and to prior knowledge.
3. Write formal and informal letters (e.g., thank you notes, letters of request) that follow letter format (e.g., date, proper salutation, body, closing and signature), include important information and demonstrate a sense of closure.
4. Write informational reports that include facts and examples and present important details in a logical order.
5. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.

## Grade Five

1. Write narratives with a consistent point of view, using sensory details and dialogue to develop characters and setting.
2. Write responses to novels, stories and poems that organize an interpretation around several clear ideas, and justify the interpretation through the use of examples and specific textual evidence.
3. Write letters that state the purpose, make requests or give compliments and use business letter format.
4. Write informational essays or reports, including research, that organize information with a clear introduction, body and conclusion following common expository structures when appropriate (e.g., cause-effect, comparison-contrast) and include facts, details and examples to illustrate important ideas.

5. Produce informal writings (e.g., journals, notes and poems) for various purposes.

## Grade Six

1. Write narratives that maintain a clear focus and point of view and use sensory details and dialogue to develop plot, characters, and a specific setting.
2. Write responses to novels, stories, poems and plays that provide an interpretation, critique or reflection and support judgments with specific references to the text.
3. Write letters that state the purpose, make requests or give compliments and use business letter format.
4. Write informational essays or reports, including research, that present a literal understanding of the topic, include specific facts, details and examples from multiple sources and create an organizing structure appropriate to the purpose, audience and context.
5. Write persuasive essays that establish a clear position and include organized and relevant information to support ideas.
6. Produce informal writings (e.g., journals, notes and poems) for various purposes.

## Grade Seven

1. Write narratives that maintain a clear focus and point of view and use sensory details and dialogue to develop plot, character and a specific setting.
2. Write responses to novels, stories, poems and plays that provide an interpretation, a critique or a reflection and support judgments with specific references to the text.
3. Write business letters that are formatted to convey ideas, state problems, make requests or give compliments.



4. Write informational essays or reports, including research, that present a literal understanding of the topic, include specific facts, details and examples from multiple sources, and create an organizing structure appropriate to the purpose, audience and context.
5. Write persuasive essays that establish a clear position and include relevant information to support ideas.
6. Produce informal writings (e.g., journals, notes and poems) for various purposes.

## Grade Eight

1. Write narratives that:
  - a. sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense);
  - b. use literary devices to enhance style and tone; and
  - c. create complex characters in a definite, believable setting.
2. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.
3. Write business letters, letters to the editor and job applications that:
  - a. address audience needs, stated purpose and context in a clear and efficient manner;
  - b. follow the conventional style appropriate to the text using proper technical terms;
  - c. include appropriate facts and details;
  - d. exclude extraneous details and inconsistencies; and
  - e. provide a sense of closure to the writing.
4. Write informational essays or reports, including research, that:
  - a. pose relevant and tightly drawn questions that engage the reader;

- b. provide a clear and accurate perspective on the subject;
  - c. create an organizing structure appropriate to the purpose, audience and context;
  - d. support the main ideas with facts, details, examples and explanations from sources; and
  - e. document sources and include bibliographies.
5. Write persuasive compositions that:
- a. establish and develop a controlling idea;
  - b. support arguments with detailed evidence;
  - c. exclude irrelevant information; and
  - d. cite sources of information.
6. Produce informal writings (e.g., journals, notes and poems) for various purposes.

## Grade Nine

1. Write narratives that:
- a. sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense);
  - b. use a range of strategies and literary devices including figurative language and specific narration; and,
  - c. include an organized, well developed structure.
2. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.
3. Write business letters, letters to the editor and job applications that:
- a. address audience needs, stated purpose and context in a clear and efficient manner;
  - b. follow the conventional style appropriate to the text using proper technical terms;

- c. include appropriate facts and details;
  - d. exclude extraneous details and inconsistencies; and
  - e. provide a sense of closure to the writing.
4. Write informational essays or reports, including research that:
    - a. pose relevant and tightly drawn questions that engage the reader;
    - b. provide a clear and accurate perspective on the subject;
    - c. create an organizing structure appropriate to the purpose, audience and context;
    - d. support the main ideas with facts, details, examples and explanations from sources; and
    - e. document sources and include bibliographies.
  5. Write persuasive compositions that:
    - a. establish and develop a controlling idea;
    - b. support arguments with detailed evidence;
    - c. exclude irrelevant information; and
    - d. cite sources of information.
  6. Produce informal writings (e.g., journals, notes and poems) for various purposes.

## Grade Ten

1. Write narratives that:
  - a. sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense);
  - b. use a range of strategies and literary devices including figurative language and specific narration; and
  - c. include an organized, well-developed structure.

2. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.
3. Write business letters, letters to the editor and job applications that:
  - a. address audience needs, stated purpose and context in a clear and efficient manner;
  - b. follow the conventional style appropriate to the text using proper technical terms;
  - c. include appropriate facts and details;
  - d. exclude extraneous details and inconsistencies; and
  - e. provide a sense of closure to the writing.
4. Write informational essays or reports, including research that:
  - a. pose relevant and tightly drawn questions that engage the reader.
  - b. provide a clear and accurate perspective on the subject.
  - c. create an organizing structure appropriate to the purpose, audience and context.
  - d. support the main ideas with facts, details, examples and explanations from sources; and
  - e. document sources and include bibliographies.
5. Write persuasive compositions that:
  - a. support arguments with detailed evidence;
  - b. exclude irrelevant information; and
  - c. cite sources of information.
6. Produce informal writings (e.g., journals, notes and poems) for various purposes.

## Grade Eleven

1. Write reflective compositions that:
  - a. use personal experiences as a basis for reflection on some aspect of life;
  - b. draw abstract comparisons between specific incidents and abstract concepts;
  - c. maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs; and
  - d. move from specific examples to generalizations about life.
2. Write responses to literature that:
  - a. advance a judgment that is interpretative, analytical, evaluative or reflective;
  - b. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors;
  - c. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create;
  - d. identify and assess the impact of possible ambiguities, nuances and complexities within text;
  - e. anticipate and answer a reader's questions, counterclaims or divergent interpretations; and
  - f. provide a sense of closure to the writing.
3. Write functional documents (e.g., requests for information, resumes, letters of complaint, memos and proposals) that:
  - a. report, organize and convey information accurately.
  - b. use formatting techniques that make a document user-friendly.
  - c. anticipate readers' problems, mistakes and misunderstandings.
4. Write informational essays or reports, including research, that:

- a. develop a controlling idea that conveys a perspective on the subject;
  - b. create an organizing structure appropriate to purpose, audience and context;
  - c. include information on all relevant perspectives, considering the validity and reliability of primary and secondary sources;
  - d. make distinctions about the relative value and significance of specific data, facts and ideas;
  - e. anticipate and address a reader’s potential biases, misunderstandings and expectations; and
  - f. provide a sense of closure to the writing.
5. Write persuasive compositions that:
- a. articulate a clear position;
  - b. support assertions using rhetorical devices, including appeals to emotion or logic and personal anecdotes; and
  - c. develop arguments using a variety of methods (e.g., examples, beliefs, expert opinion, cause-effect reasoning).
6. Produce informal writings (e.g., journals, notes and poems) for various purposes.

## Grade Twelve

1. Write reflective compositions that:
  - a. use personal experiences as a basis for reflection on some aspect of life;
  - b. draw abstract comparisons between specific incidents and abstract concepts;
  - c. maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs; and
  - d. move from specific examples to generalizations about life.

2. Write responses to literature that:
  - a. advance a judgment that is interpretative, analytical, evaluative or reflective;
  - b. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors;
  - c. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create;
  - d. identify and assess the impact of possible ambiguities, nuances and complexities within text;
  - e. anticipate and answer a reader's questions, counterclaims or divergent interpretations; and
  - f. provide a sense of closure to the writing.
3. Write functional documents (e.g., requests for information, resumes, letters of complaint, memos, proposals) that:
  - a. report, organize and convey information accurately;
  - b. use formatting techniques that make a document user-friendly; and
  - c. anticipate readers' problems, mistakes and misunderstandings.
4. Write informational essays or reports, including research, that:
  - a. develop a controlling idea that conveys a perspective on the subject;
  - b. create an organizing structure appropriate to purpose, audience and context;
  - c. include information on all relevant perspectives, considering the validity and reliability of primary and secondary sources;
  - d. make distinctions about the relative value and significance of specific data, facts and ideas;
  - e. anticipate and address a reader's potential biases, misunderstandings and expectations; and
  - f. provide a sense of closure to the writing.

5. Write persuasive compositions that:
  - a. articulate a clear position;
  - b. support assertions using rhetorical devices, including appeals to emotion or logic and personal anecdotes; and
  - c. develop arguments using a variety of methods (e.g., examples, beliefs, expert opinion, cause-effect reasoning).
6. Produce informal writings (e.g., journals, notes and poems) for various purposes.





# K-12 English Language Arts Grade-Level Indicators

## Writing Conventions

Students learn to master writing conventions through exposure to good models and opportunities for practice. Writing conventions include spelling, punctuation, grammar and other conventions associated with forms of written text. They learn the purposes of punctuation: to clarify sentence meaning and help readers know how writing might sound aloud. They develop and extend their understanding of the spelling system, using a range of strategies for spelling words correctly and using newly learned vocabulary in their writing. They grow more skillful at using the grammatical structures of English to effectively communicate ideas in writing and to express themselves.

## Kindergarten

### *Handwriting*

1. Print capital and lowercase letters, correctly spacing the letters.
2. Leave spaces between words when writing.

### *Spelling*

3. Show characteristics of early letter name-alphabetic spelling.
4. Use some end consonant sounds when writing.

### *Punctuation and Capitalization*

5. Place punctuation marks at the end of sentences.

## Grade One

### *Handwriting*

1. Print legibly, and space letters, words and sentences appropriately.

### *Spelling*

2. Spell words correctly with regular short vowel patterns and most common long vowel words (e.g., time, name).

- 3. Spell high-frequency words correctly.
- 4. Create phonetically-spelled written work that can usually be read by the writer and others.
- 5. Spell unfamiliar words using strategies such as segmenting, sounding out and matching familiar words and word parts.
- Punctuation and Capitalization* 6. Use end punctuation correctly, including question marks, exclamation points and periods.
- 7. Use correct capitalization (e.g., the first word in a sentence, names and the pronoun I).
- Grammar and Usage* 8. Use nouns, verbs and adjectives (descriptive words).

## Grade Two

- Handwriting* 1. Print legibly, and space letters, words and sentences appropriately.
- Spelling* 2. Spell words with consonant blends and digraphs.
- 3. Spell regularly used and high-frequency words correctly.
- 4. Spell words studied (e.g., word lists, text words) correctly.
- 5. Spell plurals and verb tenses correctly.
- 6. Begin to use spelling patterns and rules correctly (e.g., dropping silent e before adding -ing).
- 7. Use spelling strategies (e.g., word wall, word lists, thinking about the base word and affixes).
- Punctuation and Capitalization* 8. Use periods, question marks and exclamation points as endpoints correctly.
- 9. Use quotation marks.
- 10. Use correct punctuation for contractions and abbreviations.
- 11. Use correct capitalization (e.g., proper nouns, the first word in a sentence, months and days).
- Grammar and Usage* 12. Use nouns, verbs and adjectives correctly.

13. Use subjects and verbs that are in agreement.
14. Use personal pronouns.
15. Use past and present verb tenses (e.g., “we were” rather than “we was”).
16. Use nouns and pronouns that are in agreement.

## Grade Three

### *Handwriting*

1. Write legibly in cursive, spacing letters, words and sentences appropriately.

### *Spelling*

2. Spell multi-syllabic words correctly.
3. Spell all familiar high-frequency words, words with short vowels and common endings correctly.
4. Spell contractions, compounds and homonyms (e.g., hair and hare) correctly.
5. Use correct spelling of words with common suffixes such as -ion, -ment and -ly.
6. Follow common spelling generalizations (e.g., consonant doubling, dropping e and changing y to i).
7. Use resources to check spelling (e.g., a dictionary, spell check).

### *Punctuation and Capitalization*

8. Use end punctuation marks correctly.
9. Use quotation marks around dialogue, commas in a series and apostrophes in contractions and possessives.
10. Use correct capitalization.

### *Grammar and Usage*

11. Use nouns, verbs and adjectives correctly.
12. Use subjects and verbs that are in agreement.
13. Use irregular plural nouns.
14. Use nouns and pronouns that are in agreement.
15. Use past, present and future verb tenses.
16. Use possessive nouns and pronouns.
17. Use conjunctions.

## Grade Four

- |                                       |  |
|---------------------------------------|--|
| <i>Handwriting</i>                    | 1. Write legibly in cursive, spacing letters, words and sentences appropriately.   |
| <i>Spelling</i>                       | 2. Spell high-frequency words correctly.<br>3. Spell plurals and inflectional endings correctly.<br>4. Spell roots, suffixes and prefixes correctly.   |
| <i>Punctuation and Capitalization</i> | 5. Use commas, end marks, apostrophes and quotation marks correctly.<br>6. Use correct capitalization.   |
| <i>Grammar and Usage</i>              | 7. Use various parts of speech such as nouns, pronouns and verbs (e.g., regular and irregular, past, present and future).<br>8. Use conjunctions and interjections.<br>9. Use adverbs.<br>10. Use prepositions and prepositional phrases.<br>11. Use objective and nominative case pronouns.<br>12. Use subjects and verbs that are in agreement.<br>13. Use irregular plural nouns. |

## Grade Five

- |                                       |   |
|---------------------------------------|---|
| <i>Spelling</i>                       | 1. Spell high-frequency words correctly.<br>2. Spell contractions correctly.<br>3. Spell roots, suffixes and prefixes correctly.  |
| <i>Punctuation and Capitalization</i> | 4. Use commas, end marks, apostrophes and quotation marks correctly.<br>5. Use correct capitalization.  |
| <i>Grammar and Usage</i>              | 6. Use various parts of speech, such as nouns, pronouns and verbs (regular and irregular).<br>7. Use prepositions and prepositional phrases.<br>8. Use adverbs.<br>9. Use objective and nominative case pronouns. |

10. Use indefinite and relative pronouns.
11. Use conjunctions and interjections.

## Grade Six

- |                                       |  |
|---------------------------------------|--|
| <i>Spelling</i>                       | 1. Spell frequently misspelled and high-frequency words correctly.   |
| <i>Punctuation and Capitalization</i> | 2. Use commas, end marks, apostrophes and quotation marks correctly.   |
|                                       | 3. Use semicolons, colons, hyphens, dashes and brackets.   |
|                                       | 4. Use correct capitalization.   |
| <i>Grammar and Usage</i>              | 5. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |
|                                       | 6. Use verbs, including perfect tenses, transitive and intransitive verbs and linking verbs.                             |
|                                       | 7. Use nominative, objective, possessive, indefinite and relative pronouns.  |
|                                       | 8. Use subject-verb agreement with collective nouns, indefinite pronouns, compound subjects and prepositional phrases.   |

## Grade Seven

- |                                       |  |
|---------------------------------------|--|
| <i>Spelling</i>                       | 1. Spell high-frequency words correctly.   |
| <i>Punctuation and Capitalization</i> | 2. Use commas, end marks, apostrophes and quotation marks correctly.   |
|                                       | 3. Use semicolons, colons, hyphens, dashes and brackets correctly.   |
|                                       | 4. Use correct capitalization.   |
| <i>Grammar and Usage</i>              | 5. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |
|                                       | 6. Use dependent and independent clauses.  |
|                                       | 7. Use subject-verb agreement with collective nouns, indefinite pronouns, compound subjects and prepositional phrases.   |

8. Conjugate regular and irregular verbs in all tenses correctly.

## Grade Eight

### *Spelling*

1. Use correct spelling conventions.

### *Punctuation and Capitalization*

2. Use correct punctuation and capitalization.

### *Grammar and Usage*

3. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
4. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).
5. Use parallel structure to present items in a series and items juxtaposed for emphasis.
6. Use proper placement of modifiers.
7. Maintain the use of appropriate verb tenses.
8. Conjugate regular and irregular verbs in all tenses correctly.

## Grade Nine

### *Spelling*

1. Use correct spelling conventions.

### *Punctuation and Capitalization*

2. Use correct capitalization and punctuation.

### *Grammar and Usage*

3. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).
4. Use parallel structure to present items in a series and items juxtaposed for emphasis.
5. Use proper placement of modifiers.
6. Maintain the use of appropriate verb tenses.

## Grade Ten

- |                                       |   |
|---------------------------------------|---|
| <i>Spelling</i>                       | 1. Use correct spelling conventions.  |
| <i>Punctuation and Capitalization</i> | 2. Use correct capitalization and punctuation.  |
| <i>Grammar and Usage</i>              | 3. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial). |
|                                       | 4. Use parallel structure to present items in a series and items juxtaposed for emphasis.     |
|                                       | 5. Use proper placement of modifiers.   |

## Grade Eleven

- |                                       |  |
|---------------------------------------|--|
| <i>Spelling</i>                       | 1. Use correct spelling conventions.   |
| <i>Punctuation and Capitalization</i> | 2. Use correct capitalization and punctuation.   |
| <i>Grammar and Usage</i>              | 3. Use correct grammar (e.g, verb tenses, parallel structure, indefinite and relative pronouns). |

## Grade Twelve

- |                                       |  |
|---------------------------------------|--|
| <i>Spelling</i>                       | 1. Use correct spelling conventions.   |
| <i>Punctuation and Capitalization</i> | 2. Use correct capitalization and punctuation  |
| <i>Grammar and Usage</i>              | 3. Use correct grammar (e.g, verb tenses, parallel structure, indefinite and relative pronouns). |

# K-12 English Language Arts Grade-Level Indicators

## Research

Students define and investigate self-selected or assigned issues, topics and problems. They locate, select and make use of relevant information from a variety of media, reference and technological sources. Students use an appropriate form to communicate their findings.

## Kindergarten

1. Ask questions about a topic being studied or an area of interest.
2. Use books or observations to gather information, with teacher assistance, to explain a topic or unit of study.
3. Recall information about a topic, with teacher assistance.
4. Share findings visually or orally.

## Grade One

1. Discuss ideas for investigation about a topic or area of personal interest.
2. Utilize appropriate searching techniques to gather information, with teacher assistance, from a variety of locations (e.g., classroom, school library, public library or community resources).
3. Use books or observations to gather information to explain a topic or unit of study with teacher assistance.
4. Recall important information about a topic with teacher assistance.
5. Report information to others.





## Grade Two

1. Create questions for investigations, assigned topic or personal area of interest.
2. Utilize appropriate searching techniques to gather information from a variety of locations (e.g., classroom, school library, public library or community resources).
3. Acquire information, with teacher assistance, from multiple sources (e.g., books, magazines, videotapes, CD-ROMs, Web sites) and collect data (e.g., interviews, experiments, observations or surveys) about the topic.
4. Identify important information and write brief notes about the information.
5. Sort relevant information about the topic into categories with teacher assistance.
6. Report important findings to others.

## Grade Three

1. Choose a topic for research from a list of questions, assigned topic or personal area of interest.
2. Utilize appropriate searching techniques to gather information from a variety of locations (e.g., classroom, school library, public library or community resources).
3. Acquire information from multiple sources (e.g., books, magazines, videotapes, CD-ROMs, Web sites) and collect data (e.g., interviews, experiments, observations or surveys) about the topic.
4. Identify important information found in the sources and summarize the important findings.
5. Sort relevant information into categories about the topic.
6. Understand the importance of citing sources.
7. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered.

## Grade Four

1. Identify a topic and questions for research and develop a plan for gathering information.
2. Locate sources and collect relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
3. Identify important information found in the sources and summarize important findings.
4. Create categories to sort and organize relevant information charts, tables or graphic organizers.
5. Discuss the meaning of plagiarism and create a list of sources.
6. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered.

## Grade Five

1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.
2. Locate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
3. Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables or graphic organizers).
4. Compare and contrast important findings and select sources to support central ideas, concepts and themes.
5. Define plagiarism and acknowledge sources of information.
6. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered.

## Grade Six

1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.
2. Identify appropriate sources, and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
3. Identify elements of validity in sources, including publication date, coverage, language, points of view, and discuss primary and secondary sources.
4. Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables and graphic organizers).
5. Compare and contrast important findings and select sources to support central ideas, concepts and themes.
6. Use quotations to support ideas.
7. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited).
8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position with organized and relevant evidence about the topic or research question.

## Grade Seven

1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.
2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).

3. Identify and explain the importance of validity in sources, including publication date, coverage, language, points of view, and describe primary and secondary sources.
4. Select an appropriate structure for organizing information in a systematic way (e.g., notes, outlines, charts, tables and graphic organizers).
5. Analyze and organize important information, and select appropriate sources to support central ideas, concepts and themes.
6. Integrate quotations and citations into written text to maintain a flow of ideas.
7. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited).
8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position with organized and relevant evidence about the topic or research question.

## Grade Eight

1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation.
2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
3. Explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date and coverage) and define primary and secondary sources.
4. Select an appropriate structure for organizing information in a systematic way (e.g., notes, outlines, charts, tables and graphic organizers).

5. Compile and organize the important information and select appropriate sources to support central ideas, concepts and themes.
6. Integrate quotations and citations into written text to maintain a flow of ideas.
7. Use style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement.
8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.

## Grade Nine

1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.
2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).
4. Compile and organize important information and select appropriate sources to support central ideas, concepts and themes.
5. Integrate quotations and citations into written text to maintain a flow of ideas.
6. Use style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement.

7. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.

## Grade Ten

1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.
2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).
4. Evaluate and systematically organize important information, and select appropriate sources to support central ideas, concepts and themes.
5. Integrate quotations and citations into written text to maintain a flow of ideas.
6. Use style guides to produce oral and written reports that give proper credit for sources and include appropriate in-text documentation, notes and an acceptable format for source acknowledgement.
7. Use a variety of communication techniques including oral, visual, written or multimedia reports to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.

## Grade Eleven

1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.
2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).
4. Analyze the complexities and discrepancies in information and systematically organize relevant information to support central ideas, concepts and themes.
5. Integrate quotations and citations into written text to maintain a flow of ideas.
6. Use style guides to produce oral and written reports that give proper credit for sources, and include appropriate in-text documentation, notes and an acceptable format for source acknowledgement.
7. Use a variety of communication techniques (e.g., oral, visual, written or multimedia reports) to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.

## Grade Twelve

1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.

2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).
4. Analyze the complexities and discrepancies in information and systematically organize relevant information to support central ideas, concepts and themes.
5. Integrate quotations and citations into written text to maintain a flow of ideas.
6. Use style guides to produce oral and written reports that give proper credit for sources and include appropriate in-text documentation, notes and an acceptable format for source acknowledgement.
7. Use a variety of communication techniques including oral, visual, written or multimedia report to present information that supports a clear position about the topic or research question and defend the credibility and validity of the information presented.



# K-12 English Language Arts Grade-Level Indicators



## Communication: Oral and Visual

Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify points and adjust presentations according to audience and purpose.

## Kindergarten

### *Listening and Viewing*

1. Listen attentively to speakers, stories, poems and songs.
2. Connect what is heard with prior knowledge and experience.
3. Follow simple oral directions.

### *Speaking Skills and Strategies*

4. Speak clearly and understandably.

### *Speaking Applications*

5. Deliver informal descriptive or informational presentations about ideas or experiences in logical order with a beginning, middle and end.
6. Recite short poems, songs and nursery rhymes.

## Grade One

### *Listening and Viewing*

1. Use active listening skills, such as making eye contact or asking questions.
2. Compare what is heard with prior knowledge and experience.

- 3. Follow simple oral directions.
- Speaking Skills and Strategies* 4. Speak clearly and understandably.
- Speaking Applications* 5. Deliver brief informational presentations that:
  - a. demonstrate an understanding of the topic;
  - b. include and sort relevant information and details to develop topic;
  - c. organize information with a clear beginning and ending; and
  - d. express opinions.
- 6. Deliver brief informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.
- 7. Deliver simple dramatic presentations (e.g., recite poems, rhymes, songs and stories).

## Grade Two

- Listening and Viewing* 1. Use active listening strategies, such as making eye contact and asking for clarification and explanation.
- 2. Compare what is heard with prior knowledge and experience.
- 3. Identify the main idea of oral presentations and visual media.
- 4. Follow two- and three-step oral directions.
- Speaking Skills and Strategies* 5. Demonstrate an understanding of the rules of the English language.
- 6. Select language appropriate to purpose and use clear diction and tone.
- 7. Adjust volume to stress important ideas.
- Speaking Applications* 8. Deliver informational presentations that:
  - a. present events or ideas in logical sequence and maintain a clear focus;
  - b. demonstrate an understanding of the topic;

- c. include relevant facts and details to develop a topic;
  - d. organize information with a clear beginning and ending;
  - e. include diagrams, charts or illustrations as appropriate; and
  - f. identify sources.
9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.
  10. Deliver simple dramatic presentations (e.g., recite poems, rhymes, songs and stories).

## Grade Three

### *Listening and Viewing*

1. Ask questions for clarification and explanation, and respond to others' ideas.
2. Identify the main idea, supporting details and purpose of oral presentations and visual media.
3. Identify the difference between facts and opinions in presentations and visual media.

### *Speaking Skills and Strategies*

4. Demonstrate an understanding of the rules of the English language.
5. Select language appropriate to purpose and audience.
6. Use clear diction and tone, and adjust volume and tempo to stress important ideas.
7. Adjust speaking content according to the needs of the audience.

### *Speaking Applications*

8. Deliver informational presentations that:
  - a. present events or ideas in logical sequence and maintain a clear focus;
  - b. demonstrate an understanding of the topic;
  - c. include relevant facts and details from multiple sources to develop topic;
  - d. organize information, including a clear introduction, body and conclusion;

- e. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and
  - f. identify sources.
9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.

## Grade Four

### *Listening and Viewing*

1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).
2. Recall the main idea, including relevant supporting details, and identify the purpose of presentations and visual media.
3. Distinguish between a speaker’s opinions and verifiable facts.

### *Speaking Skills and Strategies*

4. Demonstrate an understanding of the rules of the English language.
5. Select language appropriate to purpose and audience.
6. Use clear diction and tone, and adjust volume and tempo to stress important ideas.
7. Adjust speaking content according to the needs of the audience.

### *Speaking Applications*

8. Deliver informational presentations (e.g., expository, research) that:
  - a. present events or ideas in a logical sequence and maintain a clear focus;
  - b. demonstrate an understanding of the topic;
  - c. include relevant facts, details, examples, quotations, statistics, stories and anecdotes to clarify and explain information;
  - d. organize information to include a clear introduction, body and conclusion;

- e. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and
  - f. draw from several sources and identify sources used.
9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.

## Grade Five

### *Listening and Viewing*

1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).
2. Interpret the main idea and draw conclusions from oral presentations and visual media.
3. Identify the speaker’s purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).
4. Discuss how facts and opinions are used to shape the opinions of listeners and viewers.

### *Speaking Skills and Strategies*

5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
6. Use clear diction, pitch, tempo and tone, and adjust volume and tempo to stress important ideas.
7. Adjust speaking content according to the needs of the situation, setting and audience.

### *Speaking Applications*

8. Deliver informational presentations (e.g., expository, research) that:
  - a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;
  - b. support the main idea with relevant facts, details, examples, quotations, statistics, stories and anecdotes;
  - c. organize information, including a clear introduction, body and conclusion and follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast);

- d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and
  - e. draw from several sources and identify sources used.
9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.
  10. Deliver persuasive presentations that:
    - a. establish a clear position;
    - b. include relevant evidence to support a position and to address potential concerns of listeners; and
    - c. follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast, problem-solution).

## Grade Six

### *Listening and Viewing*

1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).
2. Summarize the main idea and draw conclusions from presentations and visual media.
3. Interpret the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).
4. Identify the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.

### *Speaking Skills and Strategies*

5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
6. Use clear diction and tone, and adjust volume, phrasing and tempo to stress important ideas.
7. Adjust speaking content and style according to the needs of the situation, setting and audience.

- Speaking Applications*
8. Deliver informational presentations (e.g., expository, research) that:
    - a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;
    - b. support the controlling idea or thesis with relevant facts, details, examples, quotations, statistics, stories and anecdotes;
    - c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast);
    - d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and
    - e. draw from multiple sources and identify sources used.
  9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.
  10. Deliver persuasive presentations that:
    - a. establish a clear position;
    - b. include relevant evidence to support position and to address potential concerns of listeners; and
    - c. follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast, problem-solution).

## Grade Seven

- Listening and Viewing*
1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).
  2. Draw logical inferences from presentations and visual media.
  3. Interpret the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).

*Speaking Skills  
and Strategies*

4. Identify and explain the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.
7. Vary language choices as appropriate to the context of the speech.

*Speaking Applications*

8. Deliver informational presentations (e.g., expository, research) that:
  - a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;
  - b. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;
  - c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);
  - d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and
  - e. draw from multiple sources and identify sources used.
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.
10. Deliver persuasive presentations that:
  - a. establish a clear position;
  - b. include relevant evidence to support a position and to address counter-arguments; and
  - c. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast).



## Grade Eight

### *Listening and Viewing*

1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace).
2. Identify and analyze the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.
3. Determine the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.
4. Identify the speaker's choice of language and delivery styles (e.g., repetition, appeal to emotion, eye contact) and how they contribute to meaning.

### *Speaking Skills and Strategies*

5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.
7. Vary language choices as appropriate to the context of the speech.

### *Speaking Applications*

8. Deliver informational presentations (e.g., expository, research) that:
  - a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;
  - b. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;
  - c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);
  - d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and

- e. draw from multiple sources, including both primary and secondary sources, and identify sources used.
- 9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.
- 10. Deliver persuasive presentations that:
  - a. establish and develop a logical and controlled argument;
  - b. include relevant evidence, differentiating between evidence and opinion to support a position and to address counter-arguments or listener bias; and
  - c. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution).

## Grade Nine

### *Listening and Viewing*

1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.
2. Identify types of arguments used by the speaker, such as authority and appeals to emotion.
3. Analyze the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.
4. Identify the speaker's choice of language and delivery styles (e.g., repetition, appeal to emotion, eye contact) and explain how they contribute to meaning.

### *Speaking Skills and Strategies*

5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.
7. Vary language choices as appropriate to the context of the speech.

*Speaking Skills  
and Strategies*

8. Deliver informational presentations (e.g., expository, research) that:
  - a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;
  - b. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;
  - c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);
  - d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and
  - e. draw from multiple sources, including both primary and secondary sources, and identify sources used.
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.
10. Deliver persuasive presentations that:
  - a. establish and develop a logical and controlled argument;
  - b. include relevant evidence, differentiating between evidence and opinion, to support a position and to address counter-arguments or listener bias;
  - c. use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority and reason;
  - d. use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and
  - e. use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies).

## Grade Ten

*Listening and Viewing*

1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.
2. Interpret types of arguments used by the speaker such as authority and appeals to audience.
3. Evaluate the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.
4. Identify how language choice and delivery styles (e.g., repetition, appeal to emotion, eye contact) contribute to meaning.

*Speaking Skills and Strategies*

5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.
7. Vary language choices as appropriate to the context of the speech.

*Speaking Applications*

8. Deliver informational presentations (e.g., expository, research) that:
  - a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;
  - b. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;
  - c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);
  - d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and

- e. draw from multiple sources including both primary and secondary sources and identify sources used.
- 9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.
- 10. Deliver persuasive presentations that:
  - a. establish and develop a logical and controlled argument;
  - b. include relevant evidence, differentiating between evidence and opinion, to support a position and to address counter-arguments or listener bias;
  - c. use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority and reason; and
  - d. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and
  - e. use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies).

## Grade Eleven

### *Listening and Viewing*

1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.
2. Analyze types of arguments used by a speaker, such as causation, analogy and logic.
3. Critique the clarity, effectiveness and overall coherence of a speaker's key points.
4. Evaluate how language choice, diction, syntax and delivery style (e.g., repetition, appeal to emotion, eye contact) effect the mood and tone and impact the audience.

### *Speaking Skills and Strategies*

5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.

- Speaking Applications*
6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.
  7. Vary language choices as appropriate to the context of the speech.
  8. Deliver informational presentations (e.g., expository, research) that:
    - a. present a clear and distinctive perspective on the subject;
    - b. present events or ideas in a logical sequence;
    - c. support the controlling idea with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;
    - d. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);
    - e. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and
    - f. draw from and cite multiple sources including both primary and secondary sources and consider the validity and reliability of sources.
  9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.
  10. Deliver persuasive presentations that:
    - a. establish and develop a logical and controlled argument;
    - b. include relevant evidence, differentiating between evidence and opinion, to support a position and to address counter-arguments or listener bias;
    - c. use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority, reason, pathos and logic;
    - d. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and

- e. use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies).

## Grade Twelve

### *Listening and Viewing*

1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace).
2. Analyze types of arguments used by the speaker, such as causation, analogy and logic.
3. Critique the clarity, effectiveness and overall coherence of a speaker's key points.
4. Evaluate how language choice, diction, syntax and delivery style (e.g., repetition, appeal to emotion, eye contact) affect the mood and tone and impact the audience.

### *Speaking Skills and Strategies*

5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
6. Adjust volume, tempo, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.
7. Vary language choices as appropriate to the context of the speech.

### *Speaking Applications*

8. Deliver informational presentations (e.g., expository, research) that:
  - a. present a clear and distinctive perspective on the subject;
  - b. present events or ideas in a logical sequence;
  - c. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;
  - d. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);

- e. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and
  - f. draw from and cite multiple sources, including both primary and secondary sources, and consider the validity and reliability of sources.
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.
10. Deliver persuasive presentations that:
- a. establish and develop a logical and controlled argument;
  - b. include relevant evidence, differentiating between evidence and opinion, to support a position and to address counter-arguments or listener biases;
  - c. use persuasive strategies such as rhetorical devices; anecdotes and appeals to emotion, authority, reason, pathos and logic;
  - d. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and
  - e. use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies).



K-12 English Language Arts

# Benchmarks and Indicators by Grade-Level



## K-12 English Language Arts Benchmarks (Reading)

By the end of the K–3 program:

K

1

2

3

Phonemic Awareness, Word Recognition and Fluency	Acquisition of Vocabulary	Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
<p>A. Use letter-sound correspondence knowledge and structural analysis to decode words.</p> <p>B. Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.</p>	<p>A. Use context clues to determine the meaning of new vocabulary.</p> <p>B. Read accurately high-frequency sight words.</p> <p>C. Apply structural analysis skills to build and extend vocabulary and to determine word meaning.</p> <p>D. Know the meaning of specialized vocabulary by applying knowledge of word parts, relationships and meanings.</p> <p>E. Use resources to determine the meanings and pronunciations of unknown words.</p>	<p>A. Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text.</p> <p>B. Make predictions from text clues and cite specific examples to support predictions.</p> <p>C. Draw conclusions from information in text.</p> <p>D. Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas.</p> <p>E. Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative).</p> <p>F. Apply and adjust self-monitoring strategies to assess understanding of text.</p>

## K-12 English Language Arts Benchmarks (Reading)

By the end of the K–3 program:

Reading Applications: Informational, Technical and Persuasive Text	Reading Applications: Literary Text	Notes
<ul style="list-style-type: none"> <li>A. Use text features and structures to organize content, draw conclusions and build text knowledge.</li> <li>B. Ask clarifying questions concerning essential elements of informational text.</li> <li>C. Identify the central ideas and supporting details of informational text.</li> <li>D. Use visual aids as sources to gain additional information from text.</li> <li>E. Evaluate two- and three-step directions for proper sequencing and completeness.</li> </ul>	<ul style="list-style-type: none"> <li>A. Compare and contrast plot across literary works.</li> <li>B. Use supporting details to identify and describe main ideas, characters and setting.</li> <li>C. Recognize the defining characteristics and features of different types of literary forms and genres.</li> <li>D. Explain how an author’s word choice and use of methods influences the reader.</li> <li>E. Identify the theme of a literary text.</li> </ul>	



## K-12 English Language Arts Benchmarks (Writing)

By the end of the K–2 program:

K

1

2

Writing Processes	Writing Applications	Writing Conventions
<ul style="list-style-type: none"> <li>A. Generate ideas for written compositions.</li> <li>B. Develop audience and purpose for self-selected and assigned writing tasks.</li> <li>C. Use organizers to clarify ideas for writing assignments.</li> <li>D. Use revision strategies and resources to improve ideas and content, organization, word choice and detail.</li> <li>E. Edit to improve sentence fluency, grammar and usage.</li> <li>F. Apply tools to judge the quality of writing.</li> <li>G. Publish writing samples for display or sharing with others, using techniques such as electronic resources and graphics.</li> </ul>	<ul style="list-style-type: none"> <li>A. Compose writings that convey a clear message and include well-chosen details.</li> <li>B. Write responses to literature that demonstrate an understanding of a literary work.</li> <li>C. Write friendly letters and invitations complete with date, salutation, body, closing and signature.</li> </ul>	<ul style="list-style-type: none"> <li>A. Print legibly using appropriate spacing.</li> <li>B. Spell grade-appropriate words correctly.</li> <li>C. Use conventions of punctuation and capitalization in written work.</li> <li>D. Use grammatical structures in written work.</li> </ul>

## K-12 English Language Arts Benchmarks

By the end of the K–2 program:

Research	Communication: Oral and Visual	Notes
<p>A. Generate questions for investigation and gather information from a variety of sources.</p> <p>B. Retell important details and findings.</p>	<p>A. Use active listening strategies to identify the main idea and to gain information from oral presentations.</p> <p>B. Connect prior experiences, insights and ideas to those of a speaker.</p> <p>C. Follow multi-step directions.</p> <p>D. Speak clearly and at an appropriate pace and volume.</p> <p>E. Deliver a variety of presentations that include relevant information and a clear sense of purpose.</p>	

K

1

2

## K-12 English Language Arts Benchmarks (Writing)

By the end of the 3–4 program:

Writing Processes	Writing Applications	Writing Conventions
<ul style="list-style-type: none"> <li>A. Generate ideas and determine a topic suitable for writing.</li> <li>B. Determine audience and purpose for self-selected and assigned writing tasks.</li> <li>C. Apply knowledge of graphics or other organizers to clarify ideas of writing assessments.</li> <li>D. Spend the necessary amount of time to revisit, rework and refine pieces of writing.</li> <li>E. Use revision strategies to improve the coherence of ideas, clarity of sentence structure and effectiveness of word choices.</li> <li>F. Use a variety of resources and reference materials to select more effective vocabulary when editing.</li> <li>G. Edit to improve sentence fluency, grammar and usage.</li> <li>H. Apply tools to judge the quality of writing.</li> <li>I. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.</li> </ul>	<ul style="list-style-type: none"> <li>A. Write narrative accounts that develop character, setting and plot.</li> <li>B. Write responses to literature that summarize main ideas and significant details and support interpretations with references to the text.</li> <li>C. Write formal and informal letters that include important details and follow correct letter format.</li> <li>D. Write informational reports that include facts, details and examples that illustrate an important idea.</li> </ul>	<ul style="list-style-type: none"> <li>A. Write legibly in finished drafts.</li> <li>B. Spell grade-appropriate words correctly.</li> <li>C. Use conventions of punctuation and capitalization in written work.</li> <li>D. Use grammatical structures to effectively communicate ideas in writing.</li> </ul>

3

4

## K-12 English Language Arts Benchmarks

By the end of the 3–4 program:

Research	Communication: Oral and Visual	Notes
<ul style="list-style-type: none"> <li>A. Identify a topic of study, construct questions and determine appropriate sources for gathering information.</li> <li>B. Select and summarize important information and sort key findings into categories about a topic.</li> <li>C. Create a list of sources used for oral, visual, written or multimedia reports.</li> <li>D. Communicate findings orally, visually and in writing or through multimedia.</li> </ul>	<ul style="list-style-type: none"> <li>A. Demonstrate active listening strategies by asking clarifying questions and responding to questions with appropriate elaboration.</li> <li>B. Respond to presentations and media messages by stating the purpose and summarizing main ideas.</li> <li>C. Use clear and specific vocabulary to communicate ideas and to establish tone appropriate to the topic, audience and purpose.</li> <li>D. Identify examples of facts and opinions and explain their differences.</li> <li>E. Organize presentations to provide a beginning, middle and ending and include concrete details.</li> <li>F. Clarify information in presentations through the use of important details from a variety of sources, effective organization and a clear focus.</li> <li>G. Deliver a variety of presentations, using visual materials as appropriate.</li> </ul>	

3

4

## K-12 English Language Arts Benchmarks (Reading)

By the end of the 4–7 program:

Phonemic Awareness, Word Recognition and Fluency	Acquisition of Vocabulary	Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
<p>This standard is a K-3 standard. Therefore, there are no benchmarks beyond third grade.</p>	<ul style="list-style-type: none"> <li>A. Use context clues and text structures to determine the meaning of new vocabulary.</li> <li>B. Infer word meaning through identification and analysis of analogies and other word relationships.</li> <li>C. Apply knowledge of connotation and denotation to learn the meanings of words.</li> <li>D. Use knowledge of symbols, acronyms, word origins and derivations to determine the meanings of unknown words.</li> <li>E. Use knowledge of roots and affixes to determine the meanings of complex words.</li> <li>F. Use multiple resources to enhance comprehension of vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>A. Determine a purpose for reading and use a range of reading comprehension strategies to better understand text.</li> <li>B. Apply effective reading comprehension strategies, including summarizing and making predictions and comparisons, using information in text, between text and across subject areas.</li> <li>C. Make meaning through asking and responding to a variety of questions related to text.</li> <li>D. Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension.</li> </ul>

4

5

6

7



## K-12 English Language Arts Benchmarks (Reading)

By the end of the 4–7 program:

Reading Applications: Informational, Technical and Persuasive Text	Reading Applications: Literary Text	Notes
<ul style="list-style-type: none"> <li>A. Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information.</li> <li>B. Recognize the difference between cause and effect and fact and opinion to analyze text.</li> <li>C. Explain how main ideas connect to each other in a variety of sources.</li> <li>D. Identify arguments and persuasive techniques used in informational text.</li> <li>E. Explain the treatment, scope and organization of ideas from different texts to draw conclusions about a topic.</li> <li>F. Determine the extent to which a summary accurately reflects the main idea, critical details and underlying meaning of original text.</li> </ul>	<ul style="list-style-type: none"> <li>A. Describe and analyze the elements of character development.</li> <li>B. Analyze the importance of setting.</li> <li>C. Identify the elements of plot and establish a connection between an element and a future event.</li> <li>D. Differentiate between the points of view in narrative text.</li> <li>E. Demonstrate comprehension by inferring themes, patterns and symbols.</li> <li>F. Identify similarities and differences of various literary forms and genres.</li> <li>G. Explain how figurative language expresses ideas and conveys mood.</li> </ul>	



## K-12 English Language Arts Benchmarks (Writing)

By the end of the 5-7 program:

Writing Processes	Writing Applications	Writing Conventions
<ul style="list-style-type: none"> <li>A. Generate writing topics and establish a purpose appropriate for the audience.</li> <li>B. Determine audience and purpose for self-selected and assigned writing tasks.</li> <li>C. Clarify ideas for writing assignments by using graphics or other organizers.</li> <li>D. Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.</li> <li>E. Select more effective vocabulary when editing by using a variety of resources and reference materials.</li> <li>F. Edit to improve fluency, grammar and usage.</li> <li>G. Apply tools to judge the quality of writing.</li> <li>H. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.</li> </ul>	<ul style="list-style-type: none"> <li>A. Use narrative strategies (e.g., dialogue and action) to develop characters, plot and setting and to maintain a consistent point of view.</li> <li>B. Write responses to literature that extend beyond the summary and support judgments through references to the text.</li> <li>C. Produce letters (e.g., business, letters to the editor, job applications) that address audience needs, stated purpose and context in a clear and efficient manner.</li> <li>D. Produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations.</li> <li>E. Use persuasive strategies, including establishing a clear position in support of a proposition or a proposal with organized and relevant evidence.</li> </ul>	<ul style="list-style-type: none"> <li>A. Use correct spelling conventions.</li> <li>B. Use conventions of punctuation and capitalization in written work.</li> <li>C. Use grammatical structures to effectively communicate ideas in writing.</li> </ul>

5

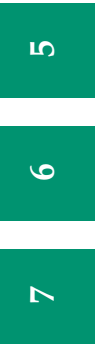
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7

## K-12 English Language Arts Benchmarks

By the end of the 5-7 program:

Research	Communication: Oral and Visual	Notes
<ul style="list-style-type: none"> <li>A. Formulate open-ended research questions suitable for inquiry and investigation and develop a plan for gathering information.</li> <li>B. Locate and summarize important information from multiple sources.</li> <li>C. Organize information in a systematic way.</li> <li>D. Acknowledge quoted and paraphrased information and document sources used.</li> <li>E. Communicate findings orally, visually and in writing or through multimedia.</li> </ul>	<ul style="list-style-type: none"> <li>A. Use effective listening strategies, summarize major ideas and draw logical inferences from presentations and visual media.</li> <li>B. Explain a speaker’s point of view and use of persuasive techniques in presentations and visual media.</li> <li>C. Vary language choice and use effective presentation techniques including voice modulation and enunciation.</li> <li>D. Select an organizational structure appropriate to the topic, audience, setting and purpose.</li> <li>E. Present ideas in a logical sequence and use effective introductions and conclusions that guide and inform a listener’s understanding of key ideas.</li> <li>F. Give presentations using a variety of delivery methods, visual materials and technology.</li> </ul>	



## K-12 English Language Arts Benchmarks (Reading)

By the end of the 8–10 program:

Phonemic Awareness, Word Recognition and Fluency	Acquisition of Vocabulary	Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
<p>This standard is a K-3 standard. Therefore, there are no benchmarks beyond third grade.</p>	<ul style="list-style-type: none"> <li>A. Use context clues and text structures to determine the meaning of new vocabulary.</li> <li>B. Examine the relationships of analogical statements to infer word meanings.</li> <li>C. Recognize the importance and function of figurative language.</li> <li>D. Explain how different events have influenced and changed the English language.</li> <li>E. Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary.</li> <li>F. Use multiple resources to enhance comprehension of vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>A. Apply reading comprehension strategies to understand grade-appropriate text.</li> <li>B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).</li> <li>C. Use appropriate self-monitoring strategies for comprehension.</li> </ul>

8

9

10

## K-12 English Language Arts Benchmarks (Reading)

By the end of the 8–10 program:

Reading Applications: Informational, Technical and Persuasive Text	Reading Applications: Literary Text	Notes
<ul style="list-style-type: none"> <li>A. Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.</li> <li>B. Identify examples of rhetorical devices and valid and invalid inferences, and explain how authors use these devices to achieve their purposes and reach their intended audiences.</li> <li>C. Analyze whether graphics supplement textual information and promote the author’s purpose.</li> <li>D. Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text.</li> <li>E. Utilize multiple sources pertaining to a singular topic to critique the various ways authors develop their ideas (e.g., treatment, scope and organization).</li> </ul>	<ul style="list-style-type: none"> <li>A. Analyze interactions between characters in literary text and how the interactions affect the plot.</li> <li>B. Explain and analyze how the context of setting and the author’s choice of point of view impact a literary text.</li> <li>C. Identify the structural elements of the plot and explain how an author develops conflicts and plot to pace the events in literary text.</li> <li>D. Identify similar recurring themes across different works.</li> <li>E. Analyze the use of a genre to express a theme or topic.</li> <li>F. Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone.</li> <li>G. Explain techniques used by authors to develop style.</li> </ul>	

## K-12 English Language Arts Benchmarks (Writing)

By the end of the 8–10 program:

Writing Processes	Writing Applications	Writing Conventions
<ul style="list-style-type: none"> <li>A. Formulate writing ideas and identify a topic appropriate to the purpose and audience.</li> <li>B. Determine the usefulness of organizers and apply appropriate pre-writing tasks.</li> <li>C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.</li> <li>D. Edit to improve sentence fluency, grammar and usage.</li> <li>E. Apply tools to judge the quality of writing.</li> <li>F. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.</li> </ul>	<ul style="list-style-type: none"> <li>A. Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language.</li> <li>B. Write responses to literature that extend beyond the summary and support references to the text, other works, other authors or to personal knowledge</li> <li>C. Produce letters (e.g., business, letters to the editor, job applications) that follow the conventional style appropriate to the text and that include appropriate details and exclude extraneous details and inconsistencies.</li> <li>D. Use documented textual evidence to justify interpretations of literature or to support a research topic.</li> <li>E. Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details.</li> </ul>	<ul style="list-style-type: none"> <li>A. Use correct spelling conventions.</li> <li>B. Use correct punctuation and capitalization.</li> <li>C. Demonstrate understanding of the grammatical conventions of the English language.</li> </ul>

8

9

10

## K-12 English Language Arts Benchmarks

By the end of the 8–10 program:

Research	Communication: Oral and Visual	Notes
<p>A. Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.</p> <p>B. Evaluate the usefulness and credibility of data and sources.</p> <p>C. Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.</p> <p>D. Use style guides to produce oral and written reports that give proper credit for sources (e.g., words, ideas, images and information) and include an acceptable format for source acknowledgement.</p> <p>E. Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.</p>	<p>A. Use a variety of strategies to enhance listening comprehension.</p> <p>B. Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.</p> <p>C. Evaluate the content and purpose of a presentation by analyzing the language and delivery choices made by a speaker.</p> <p>D. Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.</p> <p>E. Give informational presentations that present ideas in a logical sequence, include relevant facts and details from multiple sources and use a consistent organizational structure.</p> <p>F. Provide persuasive presentations that use varied speaking techniques and strategies and include a clear controlling idea or thesis.</p> <p>G. Give presentations using a variety of delivery methods, visual displays and technology.</p>	

## K-12 English Language Arts Benchmarks (Reading)

By the end of the 11–12 program:

Phonemic Awareness, Word Recognition and Fluency	Acquisition of Vocabulary	Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
<p>This standard is a K-3 standard. Therefore, there are no benchmarks beyond third grade.</p>	<ul style="list-style-type: none"> <li>A. Verify meanings of words by the author’s use of definition, restatement, example, comparison, contrast and cause and effect.</li> <li>B. Distinguish the relationship of word meanings between pairs of words encountered in analogical statements.</li> <li>C. Explain the influence of the English language on world literature, communications and popular culture.</li> <li>D. Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary.</li> <li>E. Use multiple resources to enhance comprehension of vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>A. Apply reading comprehension strategies to understand grade-appropriate texts.</li> <li>B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).</li> <li>C. Use appropriate self-monitoring strategies for comprehension.</li> </ul>



## K-12 English Language Arts Benchmarks (Reading)

By the end of the 11–12 program:

Reading Applications: Informational, Technical and Persuasive Text	Reading Applications: Literary Text	Notes
<ul style="list-style-type: none"> <li>A. Analyze the features and structures of documents and critique them for their effectiveness.</li> <li>B. Identify and analyze examples of rhetorical devices and valid and invalid inferences.</li> <li>C. Critique the effectiveness and validity of arguments in text and whether they achieve the author’s purpose.</li> <li>D. Synthesize the content from several sources on a single issue or written by a single author, clarifying ideas and connecting them to other sources and related topics.</li> <li>E. Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.</li> </ul>	<ul style="list-style-type: none"> <li>A. Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text.</li> <li>B. Explain ways characters confront similar situations and conflict.</li> <li>C. Recognize and analyze characteristics of subgenres and literary periods.</li> <li>D. Analyze how an author uses figurative language and literary techniques to shape plot and set meaning.</li> <li>E. Critique an author’s style.</li> </ul>	

## K-12 English Language Arts Benchmarks (Writing)

By the end of the 11–12 program:

Writing Processes	Writing Applications	Writing Conventions
<ul style="list-style-type: none"> <li>A. Formulate writing ideas and identify a topic appropriate to the purpose and audience.</li> <li>B. Select and use an appropriate organizational structure to refine and develop ideas for writing.</li> <li>C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing.</li> <li>D. Apply editing strategies to eliminate slang and improve conventions.</li> <li>E. Apply tools to judge the quality of writing.</li> <li>F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product.</li> </ul>	<ul style="list-style-type: none"> <li>A. Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life.</li> <li>B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author’s use of stylistic devices and effects created.</li> <li>C. Produce functional documents that report, organize and convey information and ideas accurately, foresee readers’ problems or misunderstandings and that include formatting techniques that are user friendly.</li> <li>D. Produce informational essays or reports that establish a clear and distinctive perspective on the subject, include relevant perspectives, take into account the validity and reliability of sources and provide a clear sense of closure.</li> <li>E. Use a range of strategies to elaborate and persuade when appropriate, including appeal to logic, use of personal anecdotes, examples, beliefs, expert opinions or cause-effect reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>A. Use correct spelling conventions.</li> <li>B. Use correct punctuation and capitalization.</li> <li>C. Demonstrate understanding of the grammatical conventions of the English language.</li> </ul>

## K-12 English Language Arts Benchmarks

By the end of the 11–12 program:

Research	Communication: Oral and Visual	Notes
<ul style="list-style-type: none"> <li>A. Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted.</li> <li>B. Compile, organize and evaluate information, take notes and summarize findings.</li> <li>C. Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.</li> <li>D. Use style guides to produce oral and written reports that give proper credit for sources (e.g., words, ideas, images and information) and include an acceptable format for source acknowledgement.</li> <li>E. Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.</li> </ul>	<ul style="list-style-type: none"> <li>A. Use a variety of strategies to enhance listening comprehension.</li> <li>B. Evaluate the clarity, quality, effectiveness and overall coherence of a speaker’s key points, arguments, evidence, organization of ideas, delivery, diction and syntax.</li> <li>C. Select and use effective speaking strategies for a variety of audiences, situations and purposes.</li> <li>D. Give persuasive presentations that structure ideas and arguments in a logical fashion, clarify and defend positions with relevant evidence and anticipate and address the audience’s concerns.</li> <li>E. Give informational presentations that contain a clear perspective; present ideas from multiple sources in logical sequence; and include a consistent organizational structure.</li> <li>F. Give presentations using a variety of delivery methods, visual displays and technology.</li> </ul>	





# K-12 English Language Arts Grade-Level Indicators



## Kindergarten

### Phonemic Awareness, Word Recognition and Fluency

1. Read own first and last name.
2. Identify and complete rhyming words and patterns.
3. Distinguish the number of syllables in words by using rhythmic clapping, snapping or counting.
4. Distinguish and name all upper- and lower-case letters.
5. Recognize, say and write the common sounds of letters.
6. Distinguish letters from words by recognizing that words are separated by spaces.
7. Hear and say the separate phonemes in words, such as identifying the initial consonant sound in a word, and blend phonemes to say words.
8. Read one-syllable and often-heard words by sight.
9. Reread stories independently or as a group, modeling patterns of changes in timing, voice and expression.

### Acquisition of Vocabulary

*Contextual  
Understanding*

1. Understand new words from the context of conversations or from the use of pictures within a text.

*Conceptual  
Understanding*

2. Recognize and understand words, signs and symbols seen in everyday life.

Kindergarten

- Tools and Resources*
3. Identify words in common categories such as color words, number words and directional words.
  4. Determine the meaning of unknown words, with assistance, using a beginner’s dictionary.

### **Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies**

- Concepts of Print*
1. Demonstrate an understanding that print has meaning by explaining that text provides information or tells a story.
  2. Hold books right side up, know that people read pages from front to back and read words from left to right.
  3. Know the differences between illustrations and print.
- Comprehension Strategies*
4. Visualize the information in texts, and demonstrate this by drawing pictures, discussing images in texts or dictating simple descriptions.
  5. Predict what will happen next, using pictures and content as a guide.
  6. Compare information (e.g., recognize similarities) in texts using prior knowledge and experience.
  7. Recall information from a story by sequencing pictures and events.
  8. Answer literal questions to demonstrate comprehension of orally read grade-appropriate texts.
- Self-Monitoring Strategies*
9. Monitor comprehension of orally read texts by asking and answering questions.
- Independent Reading*
10. Identify favorite books and stories and participate in shared oral reading.



## Reading Applications: Informational, Technical and Persuasive Text

1. Use pictures and illustrations to aid comprehension.
2. Identify and discuss the sequence of events in informational text.
3. Tell the main idea of a selection that has been read aloud.
4. Identify and discuss simple maps, charts and graphs.
5. Follow simple directions.

## Reading Applications: Literary Text

1. Identify favorite books and stories.
2. Identify the characters and setting in a story.
3. Retell or re-enact a story that has been heard.
4. Distinguish between fantasy and reality.
5. Recognize predictable patterns in stories.

## Writing Processes

- |                                       |   |
|---------------------------------------|---|
| <i>Prewriting</i>                     | <ol style="list-style-type: none"> <li>1. Generate writing ideas through discussions with others.</li> <li>2. Choose a topic for writing.</li> <li>3. Determine audience.</li> </ol>  |
| <i>Drafting, Revising and Editing</i> | <ol style="list-style-type: none"> <li>4. Organize and group related ideas.</li> <li>5. Write from left to right and top to bottom.</li> <li>6. Use correct sentence structures when expressing thoughts and ideas.</li> <li>7. Reread own writing.</li> <li>8. Use resources (e.g., a word wall) to enhance vocabulary.</li> </ol> |
| <i>Publishing</i>                     | <ol style="list-style-type: none"> <li>9. Rewrite and illustrate writing samples for display and for sharing with others.</li> </ol>  |

## Writing Applications

1. Dictate or write simple stories, using letters, words or pictures.
2. Name or label objects or places.
3. Write from left to right and from top to bottom.
4. Dictate or write informal writings for various purposes.

## Writing Conventions

*Handwriting* 1. Print capital and lowercase letters, correctly spacing the letters.

2. Leave spaces between words when writing.

*Spelling* 3. Show characteristics of early letter name-alphabetic spelling.

4. Use some end consonant sounds when writing.

*Punctuation and Capitalization* 5. Place punctuation marks at the end of sentences.

## Research

1. Ask questions about a topic being studied or an area of interest.

2. Use books or observations to gather information, with teacher assistance, to explain a topic or unit of study.

3. Recall information about a topic, with teacher assistance.

4. Share findings visually or orally.

## Communication: Oral and Visual

*Listening and Viewing* 1. Listen attentively to speakers, stories, poems and songs.

2. Connect what is heard with prior knowledge and experience.

3. Follow simple oral directions.

*Speaking Skills and Strategies* 4. Speak clearly and understandably.

*Speaking Applications* 5. Deliver informal descriptive or informational presentations about ideas or experiences in logical order with a beginning, middle and end.

6. Recite short poems, songs and nursery rhymes.

Kindergarten



## Grade One

### Phonemic Awareness, Word Recognition and Fluency

1. Identify and distinguish between letters, words and sentences.
2. Identify and say the beginning and ending sounds in words.
3. Demonstrate an understanding of letter-sound correspondence by saying the sounds from all letters and from a variety of letter patterns, such as consonant blends and long- and short-vowel patterns, and by matching sounds to the corresponding letters.
4. Decode by using letter-sound matches.
5. Use knowledge of common word families (e.g., -ite or -ate) to sound out unfamiliar words.
6. Blend two to four phonemes (sounds) into words.
7. Add, delete or change sounds in a given word to create new or rhyming words.
8. Demonstrate a growing stock of sight words.
9. Read text using fluid and automatic decoding skills, including knowledge of patterns, onsets and rimes.
10. Read aloud with changes in emphasis, voice, timing and expression that show a recognition of punctuation and an understanding of meaning.

### Acquisition of Vocabulary

*Contextual Understanding*

1. Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading.

*Conceptual Understanding*

2. Identify words that have similar meanings (synonyms) and words that have opposite meanings (antonyms).
3. Classify words into categories (e.g., colors, fruits, vegetables).
4. Recognize common sight words.
5. Recognize that words can sound alike but have different meanings (e.g., homophones such as hair and hare).

*Structural Understanding*

6. Predict the meaning of compound words using knowledge of individual words (e.g., daydream, raindrop).



*Tools and Resources*

7. Recognize contractions (e.g., isn't, aren't, can't, won't) and common abbreviations (e.g., Jan., Feb.).
8. Read root words and their inflectional endings (e.g., walk, walked, walking).
9. Determine the meaning of unknown words using a beginner's dictionary.

**Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies**

*Concepts of Print*

1. Describe the role of authors and illustrators.
2. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).
3. Visualize the information in texts and demonstrate this by drawing pictures, discussing images in texts or writing simple descriptions.

*Comprehension Strategies*

4. Make predictions while reading and support predictions with information from the text or prior experience.
5. Compare information (e.g., recognize similarities) in texts with prior knowledge and experience.
6. Recall the important ideas in fictional and non-fictional texts.
7. Create and use graphic organizers such as Venn diagrams or webs, with teacher assistance, to demonstrate comprehension.
8. Answer literal, simple inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.

*Self-Monitoring Strategies*

9. Monitor comprehension of independently- or group-read texts by asking and answering questions.

*Independent Reading*

10. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).
11. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

## Reading Applications: Informational, Technical and Persuasive Text

1. Use title page, photographs, captions and illustrations (text features) to develop comprehension of informational texts.
2. Identify the sequence of events in informational text.
3. Ask questions concerning essential elements of informational text (e.g., why, who, where, what, when and how).
4. Identify central ideas and supporting details of informational text with teacher assistance.
5. Identify and discuss simple diagrams, charts, graphs and maps as characteristics of nonfiction.
6. Follow multiple-step directions.

## Reading Applications: Literary Text

1. Provide own interpretation of story, using information from the text.
2. Identify characters, setting and events in a story.
3. Retell the beginning, middle and ending of a story, including its important events.
4. Identify differences between stories, poems and plays.
5. Recognize predictable patterns in stories and poems.

## Writing Processes

### *Prewriting*

1. Generate writing ideas through discussions with others.
2. Develop a main idea for writing.
3. Determine purpose and audience.
4. Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.

### *Drafting, Revising and Editing*

5. Organize writing to include a beginning, middle and end.
6. Construct complete sentences with subjects and verbs.
7. Mimic language from literature when appropriate.



8. Use available technology to compose text.
9. Reread own writing for clarity.
10. Add descriptive words and details.
11. Use resources (e.g., a word wall, beginner’s dictionary, word bank) to select effective vocabulary.
12. Proofread writing to improve conventions (e.g., grammar, spelling, punctuation and capitalization).
13. Apply tools (e.g., rubric, checklist, feedback) to judge the quality of writing.

*Publishing*

14. Rewrite and illustrate writing samples for display and for sharing with others.

### Writing Applications

1. Write simple stories with a beginning, middle and end that include descriptive words and details.
2. Write responses to stories that include simple judgments about the text.
3. Write friendly letters or invitations that follow a simple letter format.
4. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.

### Writing Conventions

*Handwriting*

1. Print legibly and space letters, words and sentences appropriately.

*Spelling*

2. Spell words correctly with regular short vowel patterns and most common long vowel words (e.g., time, name).
3. Spell high-frequency words correctly.
4. Create phonetically-spelled written work that can usually be read by the writer and others.

- |                                       |  |
|---------------------------------------|--|
| <i>Punctuation and Capitalization</i> | <ul style="list-style-type: none"> <li>5. Spell unfamiliar words using strategies such as segmenting, sounding out and matching familiar words and word parts.</li> <li>6. Use end punctuation correctly, including question marks, exclamation points and periods.</li> <li>7. Use correct capitalization (e.g., the first word in a sentence, names and the pronoun I).</li> </ul> |
| <i>Grammar and Usage</i>              | <ul style="list-style-type: none"> <li>8. Use nouns, verbs and adjectives (descriptive words).</li> </ul>  |



### **Research**

- 1. Discuss ideas for investigation about a topic or area of personal interest.
- 2. Utilize appropriate searching techniques to gather information, with teacher assistance, from a variety of locations (e.g., classroom, school library, public library or community resources).
- 3. Use books or observations to gather information to explain a topic or unit of study with teacher assistance.
- 4. Recall important information about a topic with teacher assistance.
- 5. Report information to others.

### **Communication: Oral and Visual**

- |                                       |   |
|---------------------------------------|---|
| <i>Listening and Viewing</i>          | <ul style="list-style-type: none"> <li>1. Use active listening skills, such as making eye contact or asking questions.</li> <li>2. Compare what is heard with prior knowledge and experience.</li> <li>3. Follow simple oral directions.</li> </ul>   |
| <i>Speaking Skills and Strategies</i> | <ul style="list-style-type: none"> <li>4. Speak clearly and understandably.</li> </ul>  |
| <i>Speaking Applications</i>          | <ul style="list-style-type: none"> <li>5. Deliver brief informational presentations that:                             <ul style="list-style-type: none"> <li>a. demonstrate an understanding of the topic;</li> <li>b. include and sort relevant information and details to develop topic;</li> <li>c. organize information with a clear beginning and ending; and</li> <li>d. express opinions.</li> </ul> </li> </ul> |

6. Deliver brief informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.
7. Deliver simple dramatic presentations (e.g., recite poems, rhymes, songs and stories).

## Grade Two

### Phonemic Awareness, Word Recognition and Fluency

1. Identify rhyming words with the same or different spelling patterns.
2. Read regularly spelled multi-syllable words by sight.
3. Blend phonemes (sounds) of letters and syllables to read unknown words with one or more syllables.
4. Use knowledge of common word families (e.g., -ite or -ate) to sound out unfamiliar words.
5. Segment letter, letter blends and syllable sounds in words.
6. Distinguish and identify the beginning, middle and ending sounds in words.
7. Identify words as having either short- or long-vowel sounds.
8. Demonstrate a growing stock of sight words.
9. Read text using fluid and automatic decoding skills.
10. Read passages fluently with appropriate changes in voice, timing and expression.



### Acquisition of Vocabulary

*Contextual  
Understanding*

1. Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading.

*Conceptual  
Understanding*

2. Identify words that have similar meanings (synonyms) and words that have opposite meanings (antonyms).
3. Classify words into categories (e.g., colors, fruits, vegetables).
4. Read accurately high-frequency sight words.
5. Read homographs aloud correctly, adjusting sounds to fit meaning, and use words in context.

*Structural  
Understanding*

6. Determine the meaning of common compound words (e.g., lunchroom, baseball) by explaining the relationship between the words contained in the compound.
7. Identify contractions and common abbreviations and connect them to whole words.

8. Determine the meaning of prefixes, including un-, re-, pre- and suffixes, including -er, -est, -ful, -less.
9. Use root words (e.g., smile) and their various inflections (e.g., smiles, smiling, smiled) to determine the meaning of words.
10. Determine the meaning and pronunciations of unknown words using a beginner’s dictionary, glossaries and technology.

*Tools and Resources*

2

## Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

*Comprehension Strategies*

1. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).
2. Predict content, events and outcomes from illustrations and prior experience and support those predictions with examples from the text or background knowledge.
3. Compare and contrast information in texts with prior knowledge and experience.
4. Summarize text by recalling main ideas and some supporting details.
5. Create and use graphic organizers, such as Venn diagrams and webs, to demonstrate comprehension.
6. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.

*Self-Monitoring Strategies*

7. Monitor comprehension by recognizing when text does not make sense and look back or read on to reinforce comprehension.
8. Monitor reading comprehension by identifying word errors and self-correcting.

*Independent Reading*

9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).
10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

Grade Two



## Reading Applications: Informational, Technical and Persuasive Text

1. Use the table of contents, glossary, captions and illustrations to identify information and to comprehend text.
2. Arrange events from informational text in sequential order.
3. List questions about essential elements from informational text (e.g., why, who, where, what, when and how) and identify answers.
4. Classify ideas from informational texts as main ideas or supporting details.
5. Identify information in diagrams, charts, graphs and maps.
6. Analyze a set of directions for proper sequencing.

2

## Reading Applications: Literary Text

1. Compare and contrast different versions of the same story.
2. Describe characters and setting.
3. Retell the plot of a story.
4. Distinguish between stories, poems, plays, fairy tales and fables.
5. Identify words from texts that appeal to the senses.
6. Identify the theme of a text.

## Writing Processes

*Prewriting*

1. Generate writing ideas through discussions with others.
2. Develop a main idea for writing.
3. Develop a purpose and audience for writing.
4. Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.

*Drafting, Revising  
and Editing*

5. Organize writing with a developed beginning, middle and end.
6. Use a range of complete sentences, including declarative, interrogative and exclamatory.

7. Include transitional words and phrases.
8. Use language for writing that is different from oral language, mimicking writing style of books when appropriate.
9. Use available technology to compose text.
10. Reread and assess writing for clarity, using a variety of methods (e.g., writer’s circle or author’s chair).
11. Add descriptive words and details and delete extraneous information.
12. Use resources (e.g., word wall, beginner’s dictionary and word bank) to select effective vocabulary.
13. Proofread writing to improve conventions (e.g., grammar, spelling, punctuation and capitalization).
14. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
- Publishing* 15. Rewrite and illustrate writing samples for display and for sharing with others.

### Writing Applications

1. Write stories that convey a clear message, include details, use vivid language and move through a logical sequence of steps and events.
2. Write responses to stories by comparing text to other texts, or to people or events in their own lives.
3. Write letters or invitations that include relevant information and follow letter format (e.g., date, proper salutation, body, closing and signature).
4. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.

## Writing Conventions

- |                                       |  |
|---------------------------------------|--|
| <i>Handwriting</i>                    | 1. Print legibly, and space letters, words and sentences appropriately.  |
| <i>Spelling</i>                       | 2. Spell words with consonant blends and digraphs.<br>3. Spell regularly used and high-frequency words correctly.<br>4. Spell words studied (e.g., word lists, text words) correctly.<br>5. Spell plurals and verb tenses correctly.<br>6. Begin to use spelling patterns and rules correctly (e.g., dropping silent e before adding -ing).<br>7. Use spelling strategies (e.g., word wall, word lists, thinking about the base word and affixes). |
| <i>Punctuation and Capitalization</i> | 8. Use periods, question marks and exclamation points as endpoints correctly.<br>9. Use quotation marks.<br>10. Use correct punctuation for contractions and abbreviations.<br>11. Use correct capitalization (e.g., proper nouns, the first word in a sentence, months and days).   |
| <i>Grammar and Usage</i>              | 12. Use nouns, verbs and adjectives correctly.<br>13. Use subjects and verbs that are in agreement.<br>14. Use personal pronouns.<br>15. Use past and present verb tenses (e.g., “we were” rather than “we was”).<br>16. Use nouns and pronouns that are in agreement.   |

## Research

1. Create questions for investigations, assigned topic or personal area of interest.
2. Utilize appropriate searching techniques to gather information from a variety of locations (e.g., classroom, school library, public library or community resources).
3. Acquire information, with teacher assistance, from multiple sources (e.g., books, magazines, videotapes, CD-ROMs, Web sites) and

collect data (e.g., interviews, experiments, observations or surveys) about the topic.

4. Identify important information and write brief notes about the information.
5. Sort relevant information about the topic into categories with teacher assistance.
6. Report important findings to others.

## Communication: Oral and Visual

### *Listening and Viewing*

1. Use active listening strategies, such as making eye contact and asking for clarification and explanation.
2. Compare what is heard with prior knowledge and experience.
3. Identify the main idea of oral presentations and visual media.
4. Follow two- and three-step oral directions.

### *Speaking Skills and Strategies*

5. Demonstrate an understanding of the rules of the English language.
6. Select language appropriate to purpose and use clear diction and tone.
7. Adjust volume to stress important ideas.

### *Speaking Applications*

8. Deliver informational presentations that:
  - a. present events or ideas in logical sequence and maintain a clear focus;
  - b. demonstrate an understanding of the topic;
  - c. include relevant facts and details to develop a topic;
  - d. organize information with a clear beginning and ending;
  - e. include diagrams, charts or illustrations as appropriate; and
  - f. identify sources.
9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.
10. Deliver simple dramatic presentations (e.g., recite poems, rhymes, songs and stories).

## Grade Three

### Phonemic Awareness, Word Recognition and Fluency

1. Identify rhyming words with the same or different spelling patterns.
2. Use letter-sound knowledge and structural analysis to decode words.
3. Use knowledge of common word families (e.g., -ite or -ate) and complex word families (e.g., -ould, -ight) to sound out unfamiliar words.
4. Demonstrate a growing stock of sight words.
5. Read text using fluid and automatic decoding skills.
6. Read passages fluently with changes in tone, voice, timing and expression to demonstrate meaningful comprehension.

### Acquisition of Vocabulary

*Contextual Understanding*

1. Determine the meaning of unknown words using a variety of context clues, including word, sentence and paragraph clues.
2. Use context clues to determine the meaning of homophones, homonyms and homographs.

*Conceptual Understanding*

3. Apply the meaning of the terms synonyms and antonyms.
4. Read accurately high-frequency sight words.

*Structural Understanding*

5. Apply knowledge of individual words in unknown compound words to determine their meanings.
6. Use knowledge of contractions and common abbreviations to identify whole words.
7. Apply knowledge of prefixes, including un-, re-, pre- and suffixes, including -er, -est, -ful and -less to determine meaning of words.
8. Decode and determine the meaning of words by using knowledge of root words and their various inflections.

*Tools and Resources*

9. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.

## Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

- |                                   |  |
|-----------------------------------|--|
| <i>Comprehension Strategies</i>   | <ol style="list-style-type: none"> <li>1. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).</li> <li>2. Predict content, events and outcomes by using chapter titles, section headers, illustrations and story topics, and support those predictions with examples from the text.</li> <li>3. Compare and contrast information between texts and across subject areas.</li> <li>4. Summarize texts, sequencing information accurately and include main ideas and details as appropriate.</li> <li>5. Make inferences regarding events and possible outcomes from information in text.</li> <li>6. Create and use graphic organizers, such as Venn diagrams and webs, to demonstrate comprehension.</li> <li>7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.</li> </ol> |
| <i>Self-Monitoring Strategies</i> | <ol style="list-style-type: none"> <li>8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or looking back.</li> <li>9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).</li> </ol>  |
| <i>Independent Reading</i>        | <ol style="list-style-type: none"> <li>10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</li> </ol>  |

## Reading Applications: Informational, Technical and Persuasive Text

1. Use the table of contents, chapter headings, glossary, index, captions and illustrations to locate information and comprehend texts.
2. List questions about essential elements (e.g., why, who, where, what, when and how) from informational text and identify answers.

Grade Three

3. Identify and list the important central ideas and supporting details of informational text.
4. Draw conclusions from information in maps, charts, graphs and diagrams.
5. Analyze a set of directions for proper sequencing, clarity and completeness.

### Reading Applications: Literary Text

1. Recognize and describe similarities and differences of plot across literary works.
2. Use concrete details from the text to describe characters and setting.
3. Retell the plot sequence.
4. Identify and explain the defining characteristics of literary forms and genres, including fairy tales, folk tales, poetry, fiction and non-fiction.
5. Explain how an author’s choice of words appeals to the senses.
6. Identify stated and implied themes.
7. Describe methods authors use to influence readers’ feelings and attitudes (e.g., appeal of characters in a picture book; use of figurative language).



### Writing Processes

*Prewriting*

1. Generate writing ideas through discussions with others and from printed material.
2. Develop a clear main idea for writing.
3. Develop a purpose and audience for writing.
4. Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.

*Drafting, Revising  
and Editing*

5. Organize writing by providing a simple introduction, body and a clear sense of closure.

6. Use a wide range of simple, compound and complex sentences.
7. Create paragraphs with topic sentences and supporting sentences that are marked by indentation and are linked by transitional words and phrases.
8. Use language for writing that is different from oral language, mimicking writing style of books when appropriate.
9. Use available technology to compose text.
10. Reread and assess writing for clarity, using a variety of methods (e.g., writer’s circle or author’s chair).
11. Add descriptive words and details and delete extraneous information.
12. Rearrange words, sentences and paragraphs to clarify meaning.
13. Use resources and reference materials, including dictionaries, to select more effective vocabulary.
14. Proofread writing and edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.
15. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
16. Rewrite and illustrate writing samples for display and for sharing with others.

*Publishing*

### Writing Applications

1. Write stories that sequence events and include descriptive details and vivid language to develop characters, setting and plot.
2. Write responses to novels, stories and poems that demonstrate an understanding of the text and support judgments with specific references to the text.
3. Write formal and informal letters (e.g., thank you notes, letters of request) that include relevant information and date, proper salutation, body, closing and signature.



4. Write informational reports that include the main ideas and significant details from the text.
5. Produce informal writings (e.g., messages, journals, note and, poems) for various purposes.

## Writing Conventions

- |                                       |   |
|---------------------------------------|---|
| <i>Handwriting</i>                    | 1. Write legibly in cursive, spacing letters, words and sentences appropriately.  |
| <i>Spelling</i>                       | <ol style="list-style-type: none"> <li>2. Spell multi-syllabic words correctly.</li> <li>3. Spell all familiar high-frequency words, words with short vowels and common endings correctly.</li> <li>4. Spell contractions, compounds and homonyms (e.g., hair and hare) correctly.</li> <li>5. Use correct spelling of words with common suffixes such as -ion, -ment and -ly.</li> <li>6. Follow common spelling generalizations (e.g., consonant doubling, dropping e and changing y to i).</li> <li>7. Use resources to check spelling (e.g., a dictionary, spell check).</li> </ol> |
| <i>Punctuation and Capitalization</i> | <ol style="list-style-type: none"> <li>8. Use end punctuation marks correctly.</li> <li>9. Use quotation marks around dialogue, commas in a series and apostrophes in contractions and possessives.</li> <li>10. Use correct capitalization.</li> </ol>   |
| <i>Grammar and Usage</i>              | <ol style="list-style-type: none"> <li>11. Use nouns, verbs and adjectives correctly.</li> <li>12. Use subjects and verbs that are in agreement.</li> <li>13. Use irregular plural nouns.</li> <li>14. Use nouns and pronouns that are in agreement.</li> <li>15. Use past, present and future verb tenses.</li> <li>16. Use possessive nouns and pronouns.</li> <li>17. Use conjunctions.</li> </ol>   |



## Research

1. Choose a topic for research from a list of questions, assigned topic or personal area of interest.
2. Utilize appropriate searching techniques to gather information from a variety of locations (e.g., classroom, school library, public library or community resources).
3. Acquire information from multiple sources (e.g., books, magazines, videotapes, CD-ROMs, Web sites) and collect data (e.g., interviews, experiments, observations or surveys) about the topic.
4. Identify important information found in the sources and summarize the important findings.
5. Sort relevant information into categories about the topic.
6. Understand the importance of citing sources.
7. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered.

## Communication: Oral and Visual

### *Listening and Viewing*

1. Ask questions for clarification and explanation, and respond to others' ideas.
2. Identify the main idea, supporting details and purpose of oral presentations and visual media.
3. Identify the difference between facts and opinions in presentations and visual media.

### *Speaking Skills and Strategies*

4. Demonstrate an understanding of the rules of the English language.
5. Select language appropriate to purpose and audience.
6. Use clear diction and tone, and adjust volume and tempo to stress important ideas.
7. Adjust speaking content according to the needs of the audience.

*Speaking  
Applications*

8. Deliver informational presentations that:
  - a. present events or ideas in logical sequence and maintain a clear focus;
  - b. demonstrate an understanding of the topic;
  - c. include relevant facts and details from multiple sources to develop topic;
  - d. organize information, including a clear introduction, body and conclusion;
  - e. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and
  - f. identify sources.
9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.

## Grade Four

### Phonemic Awareness, Word Recognition and Fluency

*Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pace. They show their appropriate use of pauses, pitch, stress and intonation that they are reading in clauses and sentence units to support comprehension. They gain control over a wider, complex sight vocabulary and over longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.*

### Acquisition of Vocabulary

*Contextual Understanding*

1. Determine the meaning of unknown words by using a variety of context clues, including word, sentence and paragraph clues.
2. Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs.

*Conceptual Understanding*

3. Recognize the difference between the meanings of connotation and denotation.
4. Identify and apply the meaning of the terms synonym, antonym, homophone and homograph.
5. Identify and understand new uses of words and phrases in text, such as similes and metaphors.

*Structural Understanding*

6. Identify word origins to determine the meaning of unknown words and phrases.
7. Identify the meanings of prefixes, suffixes and roots and their various forms to determine the meanings of words.
8. Identify the meanings of abbreviations.

*Tools and Resources*

9. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.

### Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

*Comprehension Strategies*

1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.

Grade Four

2. Predict and support predictions using an awareness of new vocabulary, text structures and familiar plot patterns.
  3. Compare and contrast information on a single topic or theme across different text and non-text resources.
  4. Summarize important information in texts to demonstrate comprehension.
  5. Make inferences or draw conclusions about what has been read and support those conclusions with textual evidence.
  6. Select, create and use graphic organizers to interpret textual information.
  7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
  8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or looking back.
  9. List questions and search for answers within the text to construct meaning.
  10. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).
  11. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).
- Self-Monitoring Strategies*
- Independent Reading*

### **Reading Applications: Informational, Technical and Persuasive Text**

1. Make inferences about informational text from the title page, table of contents and chapter headings.
2. Summarize main ideas in informational text, using supporting details as appropriate.
3. Locate important details about a topic using different sources of information including books, magazines, newspapers and online resources.
4. Identify examples of cause and effect used in informational text.

5. Draw conclusions from information in maps, charts, graphs and diagrams.
6. Clarify steps in a set of instructions or procedures for completeness.
7. Distinguish fact from opinion.

### Reading Applications: Literary Text

1. Describe the thoughts, words and interactions of characters.
2. Identify the influence of setting on the selection.
3. Identify the main incidents of a plot sequence, identifying the major conflict and its resolution.
4. Identify the speaker and recognize the difference between first- and third-person narration.
5. Determine the theme and whether it is implied or stated directly.
6. Identify and explain the defining characteristics of literary forms and genres, including poetry, drama, fables, fantasies, chapter books, fiction and non-fiction.
7. Explain how an author’s choice of words appeals to the senses and suggests mood.
8. Identify figurative language in literary works, including idioms, similes and metaphors.

### Writing Processes

*Prewriting*

1. Generate writing ideas through discussions with others and from printed material.
2. State and develop a clear main idea for writing.
3. Develop a purpose and audience for writing.
4. Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.

*Drafting, Revising  
and Editing*

5. Organize writing, beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details.
6. Vary simple, compound and complex sentence structures.

Grade Four

7. Create paragraphs with topic sentences and supporting sentences that are marked by indentation) and are linked by transitional words and phrases.
8. Vary language and style as appropriate to audience and purpose.
9. Use available technology to compose text.
10. Reread and assess writing for clarity, using a variety of methods (e.g., writer’s circle or author’s chair).
11. Add descriptive words and details and delete extraneous information.
12. Rearrange words, sentences and paragraphs to clarify meaning.
13. Use resources and reference materials, including dictionaries, to select more effective vocabulary.
14. Proofread writing and edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.
15. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
16. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose using techniques such as electronic resources and graphics to enhance the final product.

*Publishing*

## Writing Applications

1. Write narratives that sequence events, including descriptive details and vivid language to develop plot, characters and setting and to establish a point of view.
2. Write responses to novels, stories and poems that include a simple interpretation of a literary work and support judgments with specific references to the original text and to prior knowledge.
3. Write formal and informal letters (e.g., thank you notes, letters of request) that follow letter format (e.g., date, proper salutation, body, closing and signature), include important information and demonstrate a sense of closure.

4. Write informational reports that include facts and examples and present important details in a logical order.
5. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.

## Writing Conventions

### *Handwriting*

1. Write legibly in cursive, spacing letters, words and sentences appropriately.

### *Spelling*

2. Spell high-frequency words correctly.
3. Spell plurals and inflectional endings correctly.
4. Spell roots, suffixes and prefixes correctly.

### *Punctuation and Capitalization*

5. Use commas, end marks, apostrophes and quotation marks correctly.
6. Use correct capitalization.

### *Grammar and Usage*

7. Use various parts of speech such as nouns, pronouns and verbs (e.g., regular and irregular, past, present and future).
8. Use conjunctions and interjections.
9. Use adverbs.
10. Use prepositions and prepositional phrases.
11. Use objective and nominative case pronouns.
12. Use subjects and verbs that are in agreement.
13. Use irregular plural nouns.

## Research

1. Identify a topic and questions for research and develop a plan for gathering information.
2. Locate sources and collect relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
3. Identify important information found in the sources and summarize important findings.



4. Create categories to sort and organize relevant information charts, tables or graphic organizers.
5. Discuss the meaning of plagiarism and create a list of sources.
6. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered.

## Communication: Oral and Visual

### *Listening and Viewing*

1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).
2. Recall the main idea, including relevant supporting details, and identify the purpose of presentations and visual media.
3. Distinguish between a speaker’s opinions and verifiable facts.

### *Speaking Skills and Strategies*

4. Demonstrate an understanding of the rules of the English language.
5. Select language appropriate to purpose and audience.
6. Use clear diction and tone, and adjust volume and tempo to stress important ideas.
7. Adjust speaking content according to the needs of the audience.

### *Speaking Applications*

8. Deliver informational presentations (e.g., expository, research) that:
  - a. present events or ideas in a logical sequence and maintain a clear focus;
  - b. demonstrate an understanding of the topic;
  - c. include relevant facts, details, examples, quotations, statistics, stories and anecdotes to clarify and explain information;
  - d. organize information to include a clear introduction, body and conclusion;
  - e. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and
  - f. draw from several sources and identify sources used.
9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.



## Grade Five

### Phonemic Awareness, Word Recognition and Fluency

*Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pace. They show their appropriate use of pauses, pitch, stress and intonation that they are reading in clauses and sentence units to support comprehension. They gain control over a wider, complex sight vocabulary and over longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.*

### Acquisition of Vocabulary

*Contextual  
Understanding*

1. Define the meaning of unknown words by using context clues and the author's use of definition, restatement and example.
2. Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs.

*Conceptual  
Understanding*

3. Identify the connotation and denotation of new words.
4. Identify and understand new uses of words and phrases in text, such as similes and metaphors.

*Structural  
Understanding*

5. Use word origins to determine the meaning of unknown words and phrases.
6. Apply the knowledge of prefixes, suffixes and roots and their various inflections to analyze the meanings of words.
7. Identify the meanings of abbreviations.

*Tools and Resources*

8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

### Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

*Comprehension  
Strategies*

1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.

2. Predict and support predictions with specific references to textual examples that may be in widely separated sections of text.
3. Make critical comparisons across texts.
4. Summarize the information in texts, recognizing that there may be several important ideas rather than just one main idea and identifying details that support each.
5. Make inferences based on implicit information in texts, and provide justifications for those inferences.
6. Select, create and use graphic organizers to interpret textual information.
7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back or summarizing what has been read so far in text.
9. List questions and search for answers within the text to construct meaning.
10. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).
11. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

*Self-Monitoring  
Strategies*

*Independent  
Reading*

### **Reading Applications: Informational, Technical and Persuasive Text**

1. Use text features, such as chapter titles, headings and subheadings; parts of books including the index and table of contents and online tools (search engines) to locate information.
2. Identify, distinguish between and explain examples of cause and effect in informational text.
3. Compare important details about a topic, using different sources of information, including books, magazines, newspapers and online resources.

Grade Five



4. Summarize the main ideas and supporting details.
5. Analyze information found in maps, charts, tables, graphs and diagrams.
6. Clarify steps in a set of instructions or procedures for proper sequencing and completeness and revise if necessary.
7. Analyze the difference between fact and opinion.
8. Distinguish relevant from irrelevant information in a text and identify possible points of confusion for the reader.
9. Identify and understand an author's purpose for writing, including to explain, to entertain or to inform.

### **Reading Applications: Literary Text**

1. Explain how a character's thoughts, words and actions reveal his or her motivations.
2. Explain the influence of setting on the selection.
3. Identify the main incidents of a plot sequence and explain how they influence future action.
4. Identify the speaker and explain how point of view affects the text.
5. Summarize stated and implied themes.
6. Describe the defining characteristics of literary forms and genres, including poetry, drama, chapter books, biographies, fiction and non-fiction.
7. Interpret how an author's choice of words appeals to the senses and suggests mood.
8. Identify and explain the use of figurative language in literary works, including idioms, similes, hyperboles, metaphors and personification.

## Writing Processes

### *Prewriting*

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
2. Conduct background reading, interviews or surveys when appropriate.
3. State and develop a clear main idea for writing.
4. Determine a purpose and audience.
5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.

### *Drafting, Revising and Editing*

6. Organize writing, beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details.
7. Vary simple, compound and complex sentence structures.
8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.
9. Vary language and style as appropriate to audience and purpose.
10. Use available technology to compose text.
11. Reread and assess writing for clarity, using a variety of methods (e.g., writer’s circle or author’s chair).
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.
15. Proofread writing, edit to improve conventions, (e.g., grammar, spelling, punctuation and capitalization), and identify and correct fragments and run-ons.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.

- Publishing*
17. Prepare for publication (e.g., for display or for sharing with others), writing that follows a format appropriate to the purpose, using techniques such as electronic resources and graphics to enhance the final product.

## Writing Applications

1. Write narratives with a consistent point of view, using sensory details and dialogue to develop characters and setting.
2. Write responses to novels, stories and poems that organize an interpretation around several clear ideas, and justify the interpretation through the use of examples and specific textual evidence.
3. Write letters that state the purpose, make requests or give compliments and use business letter format.
4. Write informational essays or reports, including research, that organize information with a clear introduction, body and conclusion following common expository structures when appropriate (e.g., cause-effect, comparison-contrast) and include facts, details and examples to illustrate important ideas.
5. Produce informal writings (e.g., journals, notes and poems) for various purposes.

## Writing Conventions

- |                                       |   |
|---------------------------------------|---|
| <i>Spelling</i>                       | <ol style="list-style-type: none"> <li>1. Spell high-frequency words correctly.</li> <li>2. Spell contractions correctly.</li> <li>3. Spell roots, suffixes and prefixes correctly.</li> </ol>                                |
| <i>Punctuation and Capitalization</i> | <ol style="list-style-type: none"> <li>4. Use commas, end marks, apostrophes and quotation marks correctly.</li> <li>5. Use correct capitalization.</li> </ol>  |
| <i>Grammar and Usage</i>              | <ol style="list-style-type: none"> <li>6. Use various parts of speech, such as nouns, pronouns and verbs (regular and irregular).</li> <li>7. Use prepositions and prepositional phrases.</li> <li>8. Use adverbs.</li> </ol> |

9. Use objective and nominative case pronouns.
10. Use indefinite and relative pronouns.
11. Use conjunctions and interjections.

## Research

1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.
2. Locate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
3. Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables or graphic organizers).
4. Compare and contrast important findings and select sources to support central ideas, concepts and themes.
5. Define plagiarism and acknowledge sources of information.
6. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered.

## Communication: Oral and Visual

### *Listening and Viewing*

1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).
2. Interpret the main idea and draw conclusions from oral presentations and visual media.
3. Identify the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).
4. Discuss how facts and opinions are used to shape the opinions of listeners and viewers.

### *Speaking Skills and Strategies*

5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
6. Use clear diction, pitch, tempo and tone, and adjust volume and tempo to stress important ideas.

*Speaking  
Applications*

7. Adjust speaking content according to the needs of the situation, setting and audience.
8. Deliver informational presentations (e.g., expository, research) that:
  - a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;
  - b. support the main idea with relevant facts, details, examples, quotations, statistics, stories and anecdotes;
  - c. organize information, including a clear introduction, body and conclusion and follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast);
  - d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and
  - e. draw from several sources and identify sources used.
9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.
10. Deliver persuasive presentations that:
  - a. establish a clear position;
  - b. include relevant evidence to support a position and to address potential concerns of listeners; and
  - c. follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast, problem-solution).



## Grade Six

### Phonemic Awareness, Word Recognition and Fluency

*Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pace. They show their appropriate use of pauses, pitch, stress and intonation that they are reading in clauses and sentence units to support comprehension. They gain control over a wider, complex sight vocabulary and over longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.*

### Acquisition of Vocabulary

*Contextual Understanding*

1. Define the meaning of unknown words by using context clues and the author’s use of definition, restatement and example.

*Conceptual Understanding*

2. Apply knowledge of connotation and denotation to determine the meaning of words.

3. Identify analogies and other word relationships, including synonyms and antonyms, to determine the meaning of words.

4. Interpret metaphors and similes to understand new uses of words and phrases in text.

5. Recognize and use words from other languages that have been adopted into the English language.

*Structural Understanding*

6. Apply the knowledge of prefixes, suffixes and roots and their various inflections to analyze the meanings of words.

7. Identify symbols and acronyms and connect them to whole words.

*Tools and Resources*

8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.



### Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

*Comprehension Strategies*

1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.

2. Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text.
3. Make critical comparisons across texts, noting author’s style as well as literal and implied content of text.
4. Summarize the information in texts, recognizing important ideas and supporting details, and noting gaps or contradictions.
5. Select, create and use graphic organizers to interpret textual information.
6. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
7. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.
8. List questions and search for answers within the text to construct meaning.
9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres, or recommendations from others).
10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

*Independent  
Reading*

**Reading Applications: Informational, Technical and Persuasive Text**

1. Use text features, such as chapter titles, headings and subheading; parts of books, including index, appendix, table of contents and online tools (search engines) to locate information.
2. Analyze examples of cause and effect and fact and opinion.
3. Compare and contrast important details about a topic, using different sources of information, including books, magazines, newspapers and online resources

4. Compare original text to a summary to determine the extent to which the summary adequately reflects the main ideas and critical details of the original text.
5. Analyze information found in maps, charts, tables, graphs, diagrams and cutaways.
6. Identify an author's argument or viewpoint and assess the adequacy and accuracy of details used.
7. Identify and understand an author's purpose for writing, including to explain, entertain, persuade or inform.
8. Summarize information from informational text, identifying the treatment, scope and organization of ideas.

### **Reading Applications: Literary Text**

1. Analyze the techniques authors use to describe characters, including narrator or other characters' point of view; character's own thoughts, words or actions.
2. Identify the features of setting and explain their importance in literary text.
3. Identify the main and minor events of the plot, and explain how each incident gives rise to the next.
4. Explain first, third and omniscient points of view, and explain how voice affects the text.
5. Identify recurring themes, patterns and symbols found in literature from different eras and cultures.
6. Explain the defining characteristics of literary forms and genres, including poetry, drama, myths, biographies, autobiographies, fiction and non-fiction.
7. Distinguish how an author establishes mood and meaning through word choice, figurative language and syntax.

## Writing Processes

### *Prewriting*

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
2. Conduct background reading, interviews or surveys when appropriate.
3. Establish a thesis statement for informational writing or a plan for narrative writing.
4. Determine a purpose and audience.
5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.

### *Drafting, Revising and Editing*

6. Organize writing, beginning with an introduction, body and a resolution of plot, followed by closing statement or a summary of important ideas and details.
7. Vary simple, compound and complex sentence structures.
8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.
9. Vary language and style as appropriate to audience and purpose.
10. Use available technology to compose text.
11. Reread and analyze clarity of writing.
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.

- Publishing*
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

## Writing Applications

1. Write narratives that maintain a clear focus and point of view and use sensory details and dialogue to develop plot, characters, and a specific setting.
2. Write responses to novels, stories, poems and plays that provide an interpretation, critique or reflection and that support judgments with specific references to the text.
3. Write letters that state the purpose, make requests or give compliments and use business letter format.
4. Write informational essays or reports, including research, that present a literal understanding of the topic, include specific facts, details and examples from multiple sources and create an organizing structure appropriate to the purpose, audience and context.
5. Write persuasive essays that establish a clear position and include organized and relevant information to support ideas.
6. Produce informal writings (e.g., journals, notes and poems) for various purposes.

## Writing Conventions

- |                                       |  |
|---------------------------------------|--|
| <i>Spelling</i>                       | 1. Spell frequently misspelled and high-frequency words correctly.   |
| <i>Punctuation and Capitalization</i> | 2. Use commas, end marks, apostrophes and quotation marks correctly.   |
|                                       | 3. Use semicolons, colons, hyphens, dashes and brackets.   |
|                                       | 4. Use correct capitalization.   |
| <i>Grammar and Usage</i>              | 5. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |

6. Use verbs, including perfect tenses, transitive and intransitive verbs and linking verbs.
7. Use nominative, objective, possessive, indefinite and relative pronouns.
8. Use subject-verb agreement with collective nouns, indefinite pronouns, compound subjects and prepositional phrases.

## Research

1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.
2. Identify appropriate sources, and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
3. Identify elements of validity in sources, including publication date, coverage, language, points of view, and discuss primary and secondary sources.
4. Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables, graphic organizers).
5. Compare and contrast important findings and select sources to support central ideas, concepts and themes.
6. Use quotations to support ideas.
7. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited).
8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position with organized and relevant evidence about the topic or research question.

## Communication: Oral and Visual

### *Listening and Viewing*

1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).
2. Summarize the main idea and draw conclusions from presentations and visual media.

Grade Six

*Speaking Skills and Strategies*

*Speaking Applications*

3. Interpret the speaker’s purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).
4. Identify the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
6. Use clear diction and tone, and adjust volume, phrasing and tempo to stress important ideas.
7. Adjust speaking content and style according to the needs of the situation, setting and audience.
8. Deliver informational presentations (e.g., expository, research) that:
  - a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;
  - b. support the controlling idea or thesis with relevant facts, details, examples, quotations, statistics, stories and anecdotes;
  - c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast);
  - d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and
  - e. draw from multiple sources and identify sources used.
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.
10. Deliver persuasive presentations that:
  - a. establish a clear position;
  - b. include relevant evidence to support position and to address potential concerns of listeners; and
  - c. follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast, problem-solution).



## Grade Seven

### Phonemic Awareness, Word Recognition and Fluency

*Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pace. They show their appropriate use of pauses, pitch, stress and intonation that they are reading in clauses and sentence units to support comprehension. They gain control over a wider, complex sight vocabulary and over longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.*

### Acquisition of Vocabulary

*Contextual  
Understanding*

1. Define the meaning of unknown words through context clues and the author's use of comparison, contrast, definition, restatement and example.
2. Apply knowledge of connotation and denotation to determine the meaning of words.

*Conceptual  
Understanding*

3. Infer word meanings through the identification of analogies and other word relationships, including synonyms and antonyms.
4. Interpret metaphors and similes to understand new uses of words and phrases in text.

*Structural  
Understanding*

5. Recognize and use words from other languages that have been adopted into the English language.
6. Use knowledge of Greek, Latin and Anglo-Saxon roots and affixes to understand vocabulary.
7. Use knowledge of symbols and acronyms to identify whole words.

*Tools and Resources*

8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.



## Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

### *Comprehension Strategies*

1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.
2. Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text.
3. Make critical comparisons across text, noting author’s style as well as literal and implied content of text.
4. Summarize the information in texts, using key ideas, supporting details and referencing gaps or contradictions.
5. Select, create and use graphic organizers to interpret textual information.
6. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.

### *Self-Monitoring Strategies*

7. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.

### *Independent Reading*

8. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).
9. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

## Reading Applications: Informational, Technical and Persuasive Text

1. Use text features, such as chapter titles, headings and subheadings; parts of books including index, appendix, table of contents and online tools (search engines) to locate information.
2. Analyze examples of cause and effect and fact and opinion.

3. Compare and contrast different sources of information, including books, magazines, newspapers and online resources, to draw conclusions about a topic.
4. Compare original text to a summary to determine the extent to which the summary adequately reflects the main ideas, critical details and underlying meaning of the original text.
5. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.
6. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques and examples of bias and stereotyping.
7. Identify an author's purpose for writing and explain an author's argument, perspective or viewpoint in text.
8. Compare the treatment, scope and organization of ideas from different texts on the same topic.

### **Reading Applications: Literary Text**

1. Explain interactions and conflicts (e.g., character vs. self, nature or society) between main and minor characters in literary text and how the interactions affect the plot.
2. Analyze the features of the setting and their importance in a text.
3. Identify the main and minor events of the plot, and explain how each incident gives rise to the next.
4. Identify and compare subjective and objective points of view and how they affect the overall body of a work.
5. Identify recurring themes, patterns and symbols found in literature from different eras and cultures.
6. Explain the defining characteristics of literary forms and genres, including poetry, drama, myths, biographies, autobiographies, science fiction, fiction and non-fiction.
7. Interpret how mood or meaning is conveyed through word choice, figurative language and syntax.

## Writing Processes

### *Prewriting*

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
2. Conduct background reading, interviews or surveys when appropriate.
3. Establish a thesis statement for informational writing or a plan for narrative writing.
4. Determine a purpose and audience.
5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.

### *Drafting, Revising and Editing*

6. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.
7. Vary simple, compound and complex sentence structures.
8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.
10. Use available technology to compose text.
11. Reread and analyze clarity of writing.
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.

- Publishing*
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

## Writing Applications

1. Write narratives that maintain a clear focus and point of view and use sensory details and dialogue to develop plot, character and a specific setting.
2. Write responses to novels, stories, poems and plays that provide an interpretation, a critique or a reflection and support judgments with specific references to the text.
3. Write business letters that are formatted to convey ideas, state problems, make requests or give compliments.
4. Write informational essays or reports, including research, that present a literal understanding of the topic, include specific facts, details and examples from multiple sources, and create an organizing structure appropriate to the purpose, audience and context.
5. Write persuasive essays that establish a clear position and include relevant information to support ideas.
6. Produce informal writings (e.g., journals, notes and poems) for various purposes.

## Writing Conventions

- |                                       |  |
|---------------------------------------|--|
| <i>Spelling</i>                       | 1. Spell high-frequency words correctly.   |
| <i>Punctuation and Capitalization</i> | 2. Use commas, end marks, apostrophes and quotation marks correctly.   |
|                                       | 3. Use semicolons, colons, hyphens, dashes and brackets correctly.   |
|                                       | 4. Use correct capitalization.   |
| <i>Grammar and Usage</i>              | 5. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |
|                                       | 6. Use dependent and independent clauses.  |

Grade Seven

7. Use subject-verb agreement with collective nouns, indefinite pronouns, compound subjects and prepositional phrases.
8. Conjugate regular and irregular verbs in all tenses correctly.

## Research

1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.
2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
3. Identify and explain the importance of validity in sources, including publication date, coverage, language, points of view, and describe primary and secondary sources.
4. Select an appropriate structure for organizing information in a systematic way (e.g., notes, outlines, charts, tables and graphic organizers).
5. Analyze and organize important information, and select appropriate sources to support central ideas, concepts and themes.
6. Integrate quotations and citations into written text to maintain a flow of ideas.
7. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited).
8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position with organized and relevant evidence about the topic or research question.

## Communication: Oral and Visual

### *Listening and Viewing*

1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).
2. Draw logical inferences from presentations and visual media.
3. Interpret the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).

*Speaking Skills and Strategies*

*Speaking Applications*

4. Identify and explain the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.
7. Vary language choices as appropriate to the context of the speech.
8. Deliver informational presentations (e.g., expository, research) that:
  - a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;
  - b. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;
  - c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);
  - d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and
  - e. draw from multiple sources and identify sources used.
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.
10. Deliver persuasive presentations that:
  - a. establish a clear position;
  - b. include relevant evidence to support position and to address counter-arguments; and
  - c. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast).

## Grade Eight

### Phonemic Awareness, Word Recognition and Fluency

*Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pace. They show their appropriate use of pauses, pitch, stress and intonation that they are reading in clauses and sentence units to support comprehension. They gain control over a wider, complex sight vocabulary and over longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.*

### Acquisition of Vocabulary

*Contextual  
Understanding*

1. Define unknown words through context clues and the author’s use of comparison, contrast and cause and effect.

*Conceptual  
Understanding*

2. Apply knowledge of connotation and denotation to determine the meaning of words.

3. Identify the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships.

4. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes and idioms.

5. Examine and discuss the ways that different events (e.g., cultural, political, social, technological, and scientific events) impact and change the English language.

*Structural  
Understanding*

6. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).

*Tools and Resources*

7. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.



## Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

*In Grades 8 through 12, students should read purposefully and automatically, using the comprehension and self-monitoring strategies outlined in previous grades. As they encounter increasingly challenging content-area and literary texts, students may more consciously employ these strategies and benefit from teacher modeling of the reading process.*

- |                                   |  |
|-----------------------------------|--|
| <i>Comprehension Strategies</i>   | <ol style="list-style-type: none"> <li>1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.</li> <li>2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.</li> </ol> |
| <i>Self-Monitoring Strategies</i> | <ol style="list-style-type: none"> <li>3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.</li> </ol>  |
| <i>Independent Reading</i>        | <ol style="list-style-type: none"> <li>4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).</li> <li>5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</li> </ol>   |

## Reading Applications: Informational, Technical and Persuasive Text

1. Compare and contrast text features, including format and headers of various informational texts in terms of their structure and purpose.
2. Identify and use the organizational structure of a text, such as chronological, compare-contrast, cause-effect, problem-solution, and evaluate its effectiveness.
3. Compare and contrast the treatment, scope and organization of ideas from different sources on the same topic.
4. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.

Grade Eight



5. Assess the adequacy, accuracy and appropriateness of an author’s details, identifying persuasive techniques (e.g., bandwagon, testimonial and emotional word repetition) and examples of bias and stereotyping.
6. Identify the author’s purpose and intended audience for the text.
7. Analyze an author’s argument, perspective or viewpoint and explain the development of key points.
8. Recognize how writers cite facts, draw inferences and present opinions in informational text.
9. Distinguish the characteristics of consumer materials (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).

### **Reading Applications: Literary Text**

1. Identify and explain various types of characters (e.g., flat, round, dynamic, static) and how their interactions and conflicts affect the plot.
2. Analyze the influence of setting in relation to other literary elements.
3. Explain how authors pace action and use subplots, parallel episodes and climax.
4. Compare and contrast different points of view (e.g., first person and third person limited, omniscient, objective and subjective), and explain how voice affects literary text.
5. Identify and explain universal themes across different works by the same author and by different authors.
6. Explain how an author’s choice of genre affects the expression of a theme or topic.
7. Identify examples of foreshadowing and flashback in a literary text.
8. Explain ways in which the author conveys mood and tone through word choice, figurative language, and syntax.
9. Examine symbols used in literary texts.

## Writing Processes

### *Prewriting*

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
2. Conduct background reading, interviews or surveys when appropriate.
3. Establish a thesis statement for informational writing or a plan for narrative writing.
4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.
5. Use organizational strategies (e.g., notes and outlines) to plan writing.

### *Drafting, Revising and Editing*

6. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.
7. Vary simple, compound and complex sentence structures.
8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus reinforced by parallel structures across paragraphs.
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.
10. Use available technology to compose text.
11. Reread and analyze clarity of writing and consistency of point of view.
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.

Grade Eight

16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
- Publishing* 17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

### Writing Applications

1. Write narratives that:
  - a. sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense);
  - b. use literary devices to enhance style and tone; and
  - c. create complex characters in a definite, believable setting.
2. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.
3. Write business letters, letters to the editor and job applications that:
  - a. address audience needs, stated purpose and context in a clear and efficient manner;
  - b. follow the conventional style appropriate to the text using proper technical terms;
  - c. include appropriate facts and details;
  - d. exclude extraneous details and inconsistencies; and
  - e. provide a sense of closure to the writing.
4. Write informational essays or reports, including research, that:
  - a. pose relevant and tightly drawn questions that engage the reader;
  - b. provide a clear and accurate perspective on the subject;
  - c. create an organizing structure appropriate to the purpose, audience and context;

- d. support the main ideas with facts, details, examples and explanations from sources; and
  - e. document sources and include bibliographies.
5. Write persuasive compositions that:
    - a. establish and develop a controlling idea;
    - b. support arguments with detailed evidence;
    - c. exclude irrelevant information; and
    - d. cite sources of information.
  6. Produce informal writings (e.g., journals, notes and poems) for various purposes.

## Writing Conventions

- |                                       |  |
|---------------------------------------|--|
| <i>Spelling</i>                       | 1. Use correct spelling conventions.   |
| <i>Punctuation and Capitalization</i> | 2. Use correct punctuation and capitalization.   |
| <i>Grammar and Usage</i>              | 3. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |
|                                       | 4. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).                            |
|                                       | 5. Use parallel structure to present items in a series and items juxtaposed for emphasis.                                |
|                                       | 6. Use proper placement of modifiers.  |
|                                       | 7. Maintain the use of appropriate verb tenses.  |
|                                       | 8. Conjugate regular and irregular verbs in all tenses correctly.  |

## Research

1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation.
2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).

Grade Eight

3. Explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date and coverage) and define primary and secondary sources.
4. Select an appropriate structure for organizing information in a systematic way (e.g., notes, outlines, charts, tables and graphic organizers).
5. Compile and organize the important information and select appropriate sources to support central ideas, concepts and themes.
6. Integrate quotations and citations into written text to maintain a flow of ideas.
7. Use style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement.
8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.

## Communication: Oral and Visual

### *Listening and Viewing*

1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace).
2. Identify and analyze the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.
3. Determine the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.
4. Identify the speaker's choice of language and delivery styles (e.g., repetition, appeal to emotion, eye contact) and how they contribute to meaning.

### *Speaking Skills and Strategies*

5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.

*Speaking  
Applications*

6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.
7. Vary language choices as appropriate to the context of the speech.
8. Deliver informational presentations (e.g., expository, research) that:
  - a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;
  - b. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;
  - c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);
  - d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and
  - e. draw from multiple sources, including both primary and secondary sources, and identify sources used.
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.
10. Deliver persuasive presentations that:
  - a. establish and develop a logical and controlled argument;
  - b. include relevant evidence, differentiating between evidence and opinion to support a position and to address counter-arguments or listener bias; and
  - c. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution).

## Grade Nine

### Phonemic Awareness, Word Recognition and Fluency

*Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pace. They show their appropriate use of pauses, pitch, stress and intonation that they are reading in clauses and sentence units to support comprehension. They gain control over a wider, complex sight vocabulary and over longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.*

### Acquisition of Vocabulary

*Contextual  
Understanding*

*Conceptual  
Understanding*

*Structural  
Understanding*

*Tools and Resources*

1. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect.
2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and infer word meanings from these relationships.
3. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns.
4. Examine and discuss ways historical events have influenced the English language.
5. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).
6. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

### Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

*In Grades 8 through 12, students should read purposefully and automatically, using the comprehension and self-monitoring strategies outlined in previous grades. As they encounter increasingly challenging content-area and literary texts, students may more consciously employ these strategies and benefit from teacher modeling of the reading process.*

Grade Nine

- |                                   |   |
|-----------------------------------|---|
| <i>Comprehension Strategies</i>   | 1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.          |
|                                   | 2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.                  |
| <i>Self-Monitoring Strategies</i> | 3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. |
| <i>Independent Reading</i>        | 4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).                                    |
|                                   | 5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).  |

### **Reading Applications: Informational, Technical and Persuasive Text**

1. Identify and understand organizational patterns (e.g., cause-effect, problem-solution) and techniques, including repetition of ideas, syntax and word choice, that authors use to accomplish their purpose and reach their intended audience.
2. Critique the treatment, scope and organization of ideas from multiple sources on the same topic.
3. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.
4. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., bandwagon, testimonial, transfer, glittering generalities, emotional word repetition, bait and switch) and examples of propaganda, bias and stereotyping.
5. Analyze an author's implicit and explicit argument, perspective or viewpoint in text.
6. Analyze the author's development of key points to support argument or point of view.

Grade Nine



7. Compare and contrast the effectiveness of the features (e.g., format, sequence, headers) used in various consumer documents (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).
8. Identify the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches.

### Reading Applications: Literary Text

1. Identify and explain an author's use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies.
2. Analyze the influence of setting in relation to other literary elements.
3. Identify ways in which authors use conflicts, parallel plots and subplots in literary texts.
4. Evaluate the point of view used in a literary text.
5. Interpret universal themes across different works by the same author and different authors.
6. Analyze how an author's choice of genre affects the expression of a theme or topic.
7. Explain how foreshadowing and flashback are used to shape plot in a literary text
8. Define and identify types of irony, including verbal, situational and dramatic, used in literary texts.
9. Analyze ways in which the author conveys mood and tone through word choice, figurative language and syntax.
10. Explain how authors use symbols to create broader meanings.
11. Identify sound devices, including alliteration, assonance, consonance and onomatopoeia, used in literary texts.

## Writing Processes

### *Prewriting*

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).
3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.
4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.
5. Use organizational strategies (e.g., notes and outlines) to plan writing.

### *Drafting, Revising and Editing*

6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.
7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).
8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose and use techniques to convey a personal style and voice.
10. Use available technology to compose text.
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.
12. Add and delete information and details to better elaborate on stated central idea and more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice.

Grade Nine

14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
- Publishing* 17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

## Writing Applications

1. Write narratives that:
  - a. sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense);
  - b. use a range of strategies and literary devices including figurative language and specific narration; and,
  - c. include an organized, well developed structure.
2. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.
3. Write business letters, letters to the editor and job applications that:
  - a. address audience needs, stated purpose and context in a clear and efficient manner;
  - b. follow the conventional style appropriate to the text using proper technical terms;
  - c. include appropriate facts and details;
  - d. exclude extraneous details and inconsistencies; and

- e. provide a sense of closure to the writing.
- 4. Write informational essays or reports, including research that:
  - a. pose relevant and tightly drawn questions that engage the reader;
  - b. provide a clear and accurate perspective on the subject;
  - c. create an organizing structure appropriate to the purpose, audience and context;
  - d. support the main ideas with facts, details, examples and explanations from sources; and
  - e. document sources and include bibliographies.
- 5. Write persuasive compositions that:
  - a. establish and develop a controlling idea;
  - b. support arguments with detailed evidence;
  - c. exclude irrelevant information; and
  - d. cite sources of information.
- 6. Produce informal writings (e.g., journals, notes and poems) for various purposes.

## Writing Conventions

- |                                       |   |
|---------------------------------------|---|
| <i>Spelling</i>                       | 1. Use correct spelling conventions.  |
| <i>Punctuation and Capitalization</i> | 2. Use correct capitalization and punctuation.  |
| <i>Grammar and Usage</i>              | 3. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial). |
|                                       | 4. Use parallel structure to present items in a series and items juxtaposed for emphasis.     |
|                                       | 5. Use proper placement of modifiers.   |
|                                       | 6. Maintain the use of appropriate verb tenses.   |

## Research

1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.
2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).
4. Compile and organize important information and select appropriate sources to support central ideas, concepts and themes.
5. Integrate quotations and citations into written text to maintain a flow of ideas.
6. Use style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement.
7. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.

## Communication: Oral and Visual

1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.
2. Identify types of arguments used by the speaker, such as authority and appeals to emotion.
3. Analyze the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.
4. Identify the speaker's choice of language and delivery styles (e.g., repetition, appeal to emotion, eye contact) and explain how they contribute to meaning.

Grade Nine

5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.
7. Vary language choices as appropriate to the context of the speech.
8. Deliver informational presentations (e.g., expository, research) that:
  - a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;
  - b. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;
  - c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);
  - d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and
  - e. draw from multiple sources, including both primary and secondary sources, and identify sources used.
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.
10. Deliver persuasive presentations that:
  - a. establish and develop a logical and controlled argument;
  - b. include relevant evidence, differentiating between evidence and opinion, to support a position and to address counter-arguments or listener bias;
  - c. use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority and reason;
  - d. use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and
  - e. use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies).

## Grade Ten

### Phonemic Awareness, Word Recognition and Fluency

*Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pace. They show their appropriate use of pauses, pitch, stress and intonation that they are reading in clauses and sentence units to support comprehension. They gain control over a wider, complex sight vocabulary and over longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.*

### Acquisition of Vocabulary

1. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect.
2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and infer word meanings from these relationships.
3. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns.
4. Analyze the ways that historical events influenced the English language.
5. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).
6. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.

### Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

*In Grades 8 through 12, students should read purposefully and automatically, using the comprehension and self-monitoring strategies outlined in previous grades. As they encounter increasingly challenging content-area and literary texts, students may more consciously employ these strategies and benefit from teacher modeling of the reading process.*

Grade Ten

- |                                   |  |
|-----------------------------------|--|
| <i>Comprehension Strategies</i>   | <ol style="list-style-type: none"> <li>1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.</li> <li>2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.</li> </ol> |
| <i>Self-Monitoring Strategies</i> | <ol style="list-style-type: none"> <li>3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.</li> </ol>  |
| <i>Independent Reading</i>        | <ol style="list-style-type: none"> <li>4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).</li> <li>5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</li> </ol>   |

### **Reading Applications: Informational, Technical and Persuasive Text**

1. Identify and understand organizational patterns (e.g., cause-effect, problem-solution) and techniques, including repetition of ideas, syntax and word choice, that authors use to accomplish their purpose and reach their intended audience.
2. Critique the treatment, scope and organization of ideas from multiple sources on the same topic.
3. Evaluate the effectiveness of information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.
4. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., transfer, glittering generalities, bait and switch) and examples of propaganda, bias and stereotyping.
5. Analyze an author's implicit and explicit argument, perspective or viewpoint in text.
6. Identify appeals to authority, reason and emotion.



7. Analyze the effectiveness of the features (e.g., format, graphics, sequence, headers) used in various consumer documents (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).
8. Describe the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches.

### **Reading Applications: Literary Text**

1. Compare and contrast an author's use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies.
2. Analyze the features of setting and their importance in a literary text.
3. Distinguish how conflicts, parallel plots and subplots affect the pacing of action in literary text.
4. Interpret universal themes across different works by the same author or by different authors.
5. Analyze how an author's choice of genre affects the expression of a theme or topic.
6. Explain how literary techniques, including foreshadowing and flashback, are used to shape the plot of a literary text.
7. Recognize how irony is used in a literary text.
8. Analyze the author's use of point of view, mood and tone.
9. Explain how authors use symbols to create broader meanings.
10. Describe the effect of using sound devices in literary texts (e.g., to create rhythm, to appeal to the senses or to establish mood).
11. Explain ways in which an author develops a point of view and style (e.g., figurative language, sentence structure and tone), and cite specific examples from the text.

## Writing Processes

### *Prewriting*

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).
3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.
4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure, and point of view) to address purpose and audience.
5. Use organizational strategies (e.g., notes, outlines) to plan writing.

### *Drafting, Revising and Editing*

6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.
7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).
8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.
9. Use language, including precise language, action verbs, sensory details and colorful modifiers, and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.
10. Use available technology to compose text.
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.
12. Add and delete information and details to better elaborate on stated central idea and more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice.

Grade Ten

- 14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.
- 15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.
- 16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
- Publishing* 17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

### Writing Applications

- 1. Write narratives that:
  - a. sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense);
  - b. use a range of strategies and literary devices including figurative language and specific narration; and
  - c. include an organized, well-developed structure.
- 2. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.
- 3. Write business letters, letters to the editor and job applications that:
  - a. address audience needs, stated purpose and context in a clear and efficient manner;
  - b. follow the conventional style appropriate to the text using proper technical terms;
  - c. include appropriate facts and details;
  - d. exclude extraneous details and inconsistencies; and

- e. provide a sense of closure to the writing.
- 4. Write informational essays or reports, including research that:
  - a. pose relevant and tightly drawn questions that engage the reader.
  - b. provide a clear and accurate perspective on the subject.
  - c. create an organizing structure appropriate to the purpose, audience and context.
  - d. support the main ideas with facts, details, examples and explanations from sources; and
  - e. document sources and include bibliographies.
- 5. Write persuasive compositions that:
  - a. support arguments with detailed evidence;
  - b. exclude irrelevant information; and
  - c. cite sources of information.
- 6. Produce informal writings (e.g., journals, notes and poems) for various purposes.

## Writing Conventions

- |                                       |   |
|---------------------------------------|---|
| <i>Spelling</i>                       | 1. Use correct spelling conventions.  |
| <i>Punctuation and Capitalization</i> | 2. Use correct capitalization and punctuation.  |
| <i>Grammar and Usage</i>              | 3. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial). |
|                                       | 4. Use parallel structure to present items in a series and items juxtaposed for emphasis.     |
|                                       | 5. Use proper placement of modifiers.   |

## Research

- 1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.

2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).
4. Evaluate and systematically organize important information, and select appropriate sources to support central ideas, concepts and themes.
5. Integrate quotations and citations into written text to maintain a flow of ideas.
6. Use style guides to produce oral and written reports that give proper credit for sources, and include an acceptable format for source acknowledgement.
7. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.

## Communication: Oral and Visual

### *Listening and Viewing*

1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.
2. Interpret types of arguments used by the speaker such as authority and appeals to audience.
3. Evaluate the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.
4. Identify how language choice and delivery styles (e.g., repetition, appeal to emotion, eye contact) contribute to meaning.

### *Speaking Skills and Strategies*

5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.

*Speaking  
Applications*

6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.
7. Vary language choices as appropriate to the context of the speech.
8. Deliver informational presentations (e.g., expository, research) that:
  - a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;
  - b. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;
  - c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);
  - d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and
  - e. draw from multiple sources, including both primary and secondary sources, and identify sources used.
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.
10. Deliver persuasive presentations that:
  - a. establish and develop a logical and controlled argument;
  - b. include relevant evidence, differentiating between evidence and opinion, to support a position and to address counter-arguments or listener bias;
  - c. use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority and reason; and
  - d. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and
  - e. use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies).

## Grade Eleven

### Phonemic Awareness, Word Recognition and Fluency

*Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pace. They show their appropriate use of pauses, pitch, stress and intonation that they are reading in clauses and sentence units to support comprehension. They gain control over a wider, complex sight vocabulary and over longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.*

### Acquisition of Vocabulary

- |                                 |   |
|---------------------------------|---|
| <i>Contextual Understanding</i> | 1. Recognize and identify how authors clarify meanings of words through context and use definition, restatement, example, comparison, contrast and cause and effect to advance word study.                  |
| <i>Conceptual Understanding</i> | 2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and evaluate the effectiveness of analogous relationships.                |
| <i>Structural Understanding</i> | 3. Examine and explain the influence of the English language on world literature, communications and popular culture.   |
| <i>Tools and Resources</i>      | 4. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies). |
|                                 | 5. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.                  |

### Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

*In Grades 8 through 12, students should read purposefully and automatically, using the comprehension and self-monitoring strategies outlined in previous grades. As they encounter increasingly challenging content-area and literary texts, students may more consciously employ these strategies and benefit from teacher modeling of the reading process.*



- |                                   |   |
|-----------------------------------|---|
| <i>Comprehension Strategies</i>   | 1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.          |
|                                   | 2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.                  |
| <i>Self-Monitoring Strategies</i> | 3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. |
| <i>Independent Reading</i>        | 4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).                                    |
|                                   | 5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).  |

### **Reading Applications: Informational, Technical and Persuasive Text**

1. Analyze the rhetorical devices used in public documents, including newspaper editorials and speeches.
2. Analyze and critique organizational patterns and techniques including repetition of ideas, appeals to authority, reason and emotion, syntax and word choice that authors use to accomplish their purpose and reach their intended audience.
3. Analyze the content from several sources on a single issue, clarifying ideas and connecting them to other sources and related topics.
4. Distinguish between valid and invalid inferences and provide evidence to support the findings, noting instances of unsupported inferences, fallacious reasoning, propaganda techniques, bias and stereotyping.
5. Examine an author's implicit and explicit philosophical assumptions and beliefs about a subject.
6. Evaluate the effectiveness and validity of arguments in public documents and their appeal to various audiences.



7. Analyze the structure and features of functional and workplace documents, including format, sequence and headers, and how authors use these features to achieve their purposes and to make information accessible and usable.
8. Critique functional and workplace documents (e.g., instructions, technical manuals, travel schedules and business memoranda) for sequencing of information and procedures, anticipation of possible reader misunderstandings and visual appeal.

### Reading Applications: Literary Text

1. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific examples of characters' thoughts, words and actions.
2. Analyze the historical, social and cultural context of setting.
3. Explain how voice and narrator affect the characterization, plot and credibility.
4. Evaluate the author's use of point of view in a literary text.
5. Analyze variations of universal themes in literary texts.
6. Recognize characteristics of subgenres, including satire, parody and allegory, and explain how choice of genre affects the expression of a theme or topic.
7. Analyze the characteristics of various literary periods and how the issues influenced the writers of those periods.
8. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis.

### Writing Processes

#### *Prewriting*

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.



*Drafting, Revising  
and Editing*

2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).
3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.
4. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience.
5. Use organizational strategies (e.g., notes and outlines) to plan writing.
6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.
7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).
8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.
10. Use available technology to compose text.
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.

15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.
  16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
- Publishing*
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

## Writing Applications

1. Write reflective compositions that:
  - a. use personal experiences as a basis for reflection on some aspect of life;
  - b. draw abstract comparisons between specific incidents and abstract concepts;
  - c. maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs; and
  - d. move from specific examples to generalizations about life.
2. Write responses to literature that:
  - a. advance a judgment that is interpretative, analytical, evaluative or reflective;
  - b. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors;
  - c. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create;
  - d. identify and assess the impact of possible ambiguities, nuances and complexities within text;
  - e. anticipate and answer a reader's questions, counterclaims or divergent interpretations; and
  - f. provide a sense of closure to the writing.



3. Write functional documents (e.g., requests for information, resumes, letters of complaint, memos and proposals) that:
  - a. report, organize and convey information accurately.
  - b. use formatting techniques that make a document user-friendly.
  - c. anticipate readers' problems, mistakes and misunderstandings.
4. Write informational essays or reports, including research, that:
  - a. develop a controlling idea that conveys a perspective on the subject;
  - b. create an organizing structure appropriate to purpose, audience and context;
  - c. include information on all relevant perspectives, considering the validity and reliability of primary and secondary sources;
  - d. make distinctions about the relative value and significance of specific data, facts and ideas;
  - e. anticipate and address a reader's potential biases, misunderstandings and expectations; and
  - f. provide a sense of closure to the writing.
5. Write persuasive compositions that:
  - a. articulate a clear position;
  - b. support assertions using rhetorical devices, including appeals to emotion or logic and personal anecdotes; and
  - c. develop arguments using a variety of methods (e.g., examples, beliefs, expert opinion, cause-effect reasoning).
6. Produce informal writings (e.g., journals, notes and poems) for various purposes.

## Writing Conventions

*Spelling*

1. Use correct spelling conventions.

*Punctuation and  
Capitalization*

2. Use correct capitalization and punctuation.

*Grammar and Usage*

3. Use correct grammar (e.g. verb tenses, parallel structure, indefinite and relative pronouns).

Grade Eleven

## Research

1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.
2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).
4. Analyze the complexities and discrepancies in information and systematically organize relevant information to support central ideas, concepts and themes.
5. Integrate quotations and citations into written text to maintain a flow of ideas.
6. Use style guides to produce oral and written reports that give proper credit for sources, and include appropriate in-text documentation, notes and an acceptable format for source acknowledgement.
7. Use a variety of communication techniques (e.g., oral, visual, written or multimedia reports) to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.

## Communication: Oral and Visual

### *Listening and Viewing*

1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.
2. Analyze types of arguments used by a speaker, such as causation, analogy and logic.
3. Critique the clarity, effectiveness and overall coherence of a speaker's key points.



*Speaking Skills and Strategies*

*Speaking Applications*

4. Evaluate how language choice, diction, syntax and delivery style (e.g., repetition, appeal to emotion, eye contact) effect the mood and tone and impact the audience.
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.
7. Vary language choices as appropriate to the context of the speech.
8. Deliver informational presentations (e.g., expository, research) that:
  - a. present a clear and distinctive perspective on the subject;
  - b. present events or ideas in a logical sequence;
  - c. support the controlling idea with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;
  - d. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);
  - e. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and
  - f. draw from and cite multiple sources including both primary and secondary sources and consider the validity and reliability of sources.
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.
10. Deliver persuasive presentations that:
  - a. establish and develop a logical and controlled argument;
  - b. include relevant evidence, differentiating between evidence and opinion, to support a position and to address counter-arguments or listener bias;
  - c. use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority, reason, pathos and logic;
  - d. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and
  - e. use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies).

Grade Eleven

## Grade Twelve

### Phonemic Awareness, Word Recognition and Fluency

*Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pace. They show their appropriate use of pauses, pitch, stress and intonation that they are reading in clauses and sentence units to support comprehension. They gain control over a wider, complex sight vocabulary and over longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.*

### Acquisition of Vocabulary

1. Recognize and identify how authors clarify meanings of words through context and use definition, restatement, example, comparison, contrast and cause and effect to advance word study.
2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and evaluate the effectiveness of analogous relationships.
3. Examine and explain the influence of the English language on world literature, communications and popular cultures.
4. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).
5. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

### Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

*In Grades 8 through 12, students should read purposefully and automatically, using the comprehension and self-monitoring strategies outlined in previous grades. As they encounter increasingly challenging content-area and literary texts, students may more consciously employ these strategies and benefit from teacher modeling of the reading process.*

- |                                   |   |
|-----------------------------------|---|
| <i>Comprehension Strategies</i>   | 1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.          |
|                                   | 2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.                  |
| <i>Self-Monitoring Strategies</i> | 3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. |
| <i>Independent Reading</i>        | 4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).                                    |
|                                   | 5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).  |

### **Reading Applications: Informational, Technical and Persuasive Text**

1. Analyze the rhetorical devices used in public documents, including state or school policy statements, newspaper editorials and speeches.
2. Analyze and critique organizational patterns and techniques including repetition of ideas, appeals to authority, reason and emotion, syntax and word choice that authors use to accomplish their purpose and reach their intended audience.
3. Analyze and compile information from several sources on a single issue or written by a single author, clarifying ideas and connecting them to other sources and related topics.
4. Distinguish between valid and invalid inferences and provide evidence to support the findings, noting instances of unsupported inferences, fallacious reasoning, propaganda techniques, bias and stereotyping.
5. Examine an author’s implicit and explicit philosophical assumptions and beliefs about a subject.



6. Evaluate the effectiveness and validity of arguments in public documents and their appeal to various audiences.
7. Analyze the structure and features of functional and workplace documents, including format, sequence and headers, and how authors use these features to achieve their purposes and to make information accessible and usable.
8. Critique functional and workplace documents (e.g., instructions, technical manuals, travel schedules, business memoranda) for sequencing of information and procedures, anticipation of possible reader misunderstandings and visual appeal.

### **Reading Applications: Literary Text**

1. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific examples of characters' thoughts, words and actions.
2. Analyze the historical, social and cultural context of setting.
3. Explain how voice and narrator affect the characterization, plot and credibility.
4. Evaluate an author's use of point of view in a literary text.
5. Analyze variations of universal themes in literary texts.
6. Recognize and differentiate characteristics of subgenres, including satire, parody and allegory, and explain how choice of genre affects the expression of theme or topic.
7. Compare and contrast varying characteristics of American, British, world and multi-cultural literature.
8. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis.

## Writing Processes

### *Prewriting*

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).
3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.
4. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience.
5. Use organizational strategies (e.g., notes and outlines) to plan writing.

### *Drafting, Revising and Editing*

6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.
7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).
8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.
10. Use available technology to compose text.
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts.

13. Rearrange words, sentences and paragraphs and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes.
  14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.
  15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.
  16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
- Publishing*
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

## Writing Applications

1. Write reflective compositions that:
  - a. use personal experiences as a basis for reflection on some aspect of life;
  - b. draw abstract comparisons between specific incidents and abstract concepts;
  - c. maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs; and
  - d. move from specific examples to generalizations about life.
2. Write responses to literature that:
  - a. advance a judgment that is interpretative, analytical, evaluative or reflective;
  - b. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors;

- c. analyze the author’s use of stylistic devices and express an appreciation of the effects the devices create;
  - d. identify and assess the impact of possible ambiguities, nuances and complexities within text;
  - e. anticipate and answer a reader’s questions, counterclaims or divergent interpretations; and
  - f. provide a sense of closure to the writing.
3. Write functional documents (e.g., requests for information, resumes, letters of complaint, memos, proposals) that:
- a. report, organize and convey information accurately;
  - b. use formatting techniques that make a document user-friendly; and
  - c. anticipate readers’ problems, mistakes and misunderstandings.
4. Write informational essays or reports, including research, that:
- a. develop a controlling idea that conveys a perspective on the subject;
  - b. create an organizing structure appropriate to purpose, audience and context;
  - c. include information on all relevant perspectives, considering the validity and reliability of primary and secondary sources;
  - d. make distinctions about the relative value and significance of specific data, facts and ideas;
  - e. anticipate and address a reader’s potential biases, misunderstandings and expectations; and
  - f. provide a sense of closure to the writing.
5. Write persuasive compositions that:
- a. articulate a clear position;
  - b. support assertions using rhetorical devices, including appeals to emotion or logic and personal anecdotes; and
  - c. develop arguments using a variety of methods (e.g., examples, beliefs, expert opinion, cause-effect reasoning).
6. Produce informal writings (e.g., journals, notes and poems) for various purposes.

## Writing Conventions

- |                                       |  |
|---------------------------------------|--|
| <i>Spelling</i>                       | 1. Use correct spelling conventions.   |
| <i>Punctuation and Capitalization</i> | 2. Use correct capitalization and punctuation  |
| <i>Grammar and Usage</i>              | 3. Use correct grammar (e.g, verb tenses, parallel structure, indefinite and relative pronouns). |

## Research

1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.
2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).
4. Analyze the complexities and discrepancies in information and systematically organize relevant information to support central ideas, concepts and themes.
5. Integrate quotations and citations into written text to maintain a flow of ideas.
6. Use style guides to produce oral and written reports that give proper credit for sources and include appropriate in-text documentation, notes and an acceptable format for source acknowledgement.
7. Use a variety of communication techniques including oral, visual, written or multimedia report to present information that supports a clear position about the topic or research question and defend the credibility and validity of the information presented.

## Communication: Oral and Visual

### *Listening and Viewing*

1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace).
2. Analyze types of arguments used by the speaker, such as causation, analogy and logic.
3. Critique the clarity, effectiveness and overall coherence of a speaker's key points.
4. Evaluate how language choice, diction, syntax and delivery style (e.g., repetition, appeal to emotion, eye contact) affect the mood and tone and impact the audience.

### *Speaking Skills and Strategies*

5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
6. Adjust volume, tempo, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.
7. Vary language choices as appropriate to the context of the speech.

### *Speaking Applications*

8. Deliver informational presentations (e.g., expository, research) that:
  - a. present a clear and distinctive perspective on the subject;
  - b. present events or ideas in a logical sequence;
  - c. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;
  - d. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);
  - e. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and
  - f. draw from and cite multiple sources, including both primary and secondary sources, and consider the validity and reliability of sources.
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.

10. Deliver persuasive presentations that:
  - a. establish and develop a logical and controlled argument;
  - b. include relevant evidence, differentiating between evidence and opinion, to support position and to address counter-arguments or listener biases;
  - c. use persuasive strategies such as rhetorical devices; anecdotes and appeals to emotion, authority, reason, pathos and logic;
  - d. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and
  - e. use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies).





## K-12 English Language Arts

# Instructional Commentary



# The Foundations of Reading



*Phonemic awareness is important because it improves children's word reading and reading comprehension (and) it helps children to learn to spell. Phonemic awareness can be developed through a number of (instructional) activities.*

**Put Reading First:  
The Research Building  
Blocks for Teaching  
Children to Read**

A strong foundation in reading is essential for education and participation as a citizen. We can ensure that all students get this essential foundation by understanding how reading is learned and by encouraging the implementation of research-based programs to guide the instruction of reading in the primary grades. The findings of the National Reading Panel Report support the importance of a reading program that includes explicit reading instruction in the following areas: phonemic awareness, phonics, fluency, vocabulary and text comprehension.

One of the first building blocks of reading is phonemic awareness. Phonemic awareness is the ability to distinguish and identify the sounds of language. A child who has phonemic awareness can identify the first sound heard in the word *ball*, name a word that rhymes with *dog*, or say the word made when the sounds /r/, /u/, /n/ are put together. Children with a more sophisticated awareness can add, delete or move phonemes, or sounds, to make new words. Phonemic awareness is one of the best predictors of early reading achievement. Students develop this awareness in preschool and kindergarten, and even before, by listening to rhyming stories and songs and engaging in word-play activities.

Once students understand the sounds of language they can begin to connect these sounds with the alphabet they have learned. Students who know that speech is made up of a sequence of sounds are ready to match these sounds with the symbols they see on the page. This is phonic analysis. Phonic analysis means knowing the relationship between printed letters and spoken sounds and being able to apply that knowledge to unknown words in text.

At the same time that students are using phonic analysis to recognize new words, students also build a reading vocabulary of sight words. This allows them to attend to comprehension and not just the process of decoding, so that they can both say the sounds of words and also

identify words quickly while reading. Through repeated exposure to text students build an increasing store of known words.

With these building blocks of reading, students can become fluent readers. Fluent readers read quickly and accurately, varying their intonation and timing appropriately. Fluent readers are able to focus on comprehension, and to demonstrate this comprehension when they read aloud expressively, rather than focusing primarily on decoding individual words.

From here, readers begin to apply more sophisticated reading skills and strategies. They begin to develop the skills that will allow them to understand new vocabulary when they encounter it in higher-level or content-specific reading. They use context and structural clues to analyze and understand words and learn how to use reference aids to learn the meanings of new words. Some words should be taught directly to students, such as those that are essential to comprehension prior to reading, but most words will be learned through opportunities to read through the use of word-learning strategies like those described above.

Students who have all of these building blocks in place and are aware of the different strategies that they can use when they approach a new text can read thoughtfully and with comprehension. This is our goal when we teach reading — to teach students to comprehend and think about what they read. By directly modeling our own strategy use and helping students practice applying these strategies, we can teach students to be strategic readers who read purposefully and actively.

A successful literacy program combines a language-rich environment with much exposure to print, along with the teaching of skills needed to decode words and comprehend text. Specific skills are taught explicitly and within the context of reading. This research-based approach toward the teaching of reading will meet the needs of all students.

### Reading Strategies:

- *Previewing the text*
- *Re-reading*
- *Reading-on*
- *Skimming/scanning text*
- *Identifying a purpose for reading*
- *Summarizing text*
- *Asking questions*
- *Using graphic organizers*
- *Making use of prior knowledge*

A strong early reading program to develop skills in phonemic awareness, phonics, fluency, vocabulary development and text comprehension includes components such as:

- reading aloud to provide a model of fluent reading;
- comprehension instruction to understand stories and informational texts;
- word-study and word-play activities to develop phonemic awareness, phonic analysis abilities, and vocabulary; and
- opportunities to discuss, question, summarize, and write about what is read.

*Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading.*

**Put reading First:  
The Research Building  
Blocks for Teaching  
Children to Read**

By understanding the process of learning to read and by incorporating this understanding into classroom practice, students can be taught to read fluently, accurately, and with comprehension.

Center for Improvement of Early Reading Achievement (CIERA). (2000). *Put reading first: The research building block for teaching children to read*. Washington, DC. The Partnership for Reading.

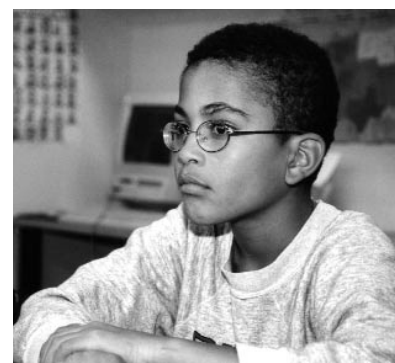


# Making Connections Across Standards and Disciplines

Ohio's English language arts academic content standards provide ten domains of clear and rigorous expectations for all students. Through the five reading standards, the three writing standards, the research standard and the oral and visual communication standard, the expectations for student achievement in English language arts are made explicit. What is important for teachers of English language arts and of other content areas to remember is *that the content of these standards is not taught in isolation, either as isolated skills or as content appropriate only for an English language arts classroom. Rather, the indicators are intended to be taught in an integrated way within English language arts classrooms. The standards are also intended to be considered as appropriate guidelines for teachers of English as well as for teachers in other content areas where reading, writing, research and communication are also important aspects of the curriculum.*

We know that students are be motivated to learn what is meaningful to them and that an effective way of making the content of instruction meaningful is to integrate content within and across content areas. It is important that teachers, curriculum leaders and administrators see the English language arts standards not as isolated skills, but as the basis for integrated instruction across content areas.

The five reading standards contain information that will be relevant to teachers across content areas. While the task of building solid reading foundations for students through balanced instruction is the primary task of K-3 English teachers, the task of teaching students to



*"Students should have a range of curriculum experiences that reflects both a discipline-field and an interdisciplinary orientation."*

**Heidi Hayes Jacobs<sup>1</sup>**

read to learn is the job of teachers at all grades across content areas. Throughout the reading standards are many specific indicators that deal with assisting students to become strategic readers within any discipline.

Teachers in all subject areas lead students to knowledge acquisition through inquiry, the process of asking questions and seeking answers through research. This search for answers is embedded in Ohio's English language arts research standard, which requires students to define and investigate self-selected and assigned issues, topics and problems. During their investigations, the research standard emphasizes that students should utilize a wide range of sources, from reference materials to technological sources, to find answers to their questions.



Once students have gained knowledge through research, it is essential that they learn how to effectively communicate it with others. Through written language, students have the power to voice their views, to communicate the results of a science or a mathematical problem and to express thoughts and ideas. Through oral communication, students share ideas and further their understanding. English language arts is the placeholder for the standards on writing and on oral communication, having strong communication skills across standards and across disciplines is essential for students. Teachers of all content areas should provide opportunities for students to write, speak, listen and view both in formal and informal settings.

The integration of skills across the standards and of instruction across the disciplines will happen naturally. It will be important for teachers of English language arts to plan instruction with teachers of other content areas to ensure the effective and efficient integration of the content of the standards into a coherent plan. By doing so, we can all best support student achievement and prepare Ohio's learners to become productive citizens in an educated society.

<sup>1</sup>Jacobs, Heidi Hayes. (1989). *Interdisciplinary curriculum: design and implementation*. Virginia: Edward Brothers, Inc.

# Planning for Instruction

The vignette presented in this section shows one example of classroom implementation of Ohio's English language arts academic content standards. It illustrates how one teacher designed instruction to help students develop the knowledge and abilities identified in the standards, benchmarks and indicators. This example can serve as a starting point for discussion about instructional planning and implementation of the standards. In successful classrooms, the curriculum will be mapped to the standards and each lesson plan will address many of the indicators identified across the standards in English language arts.

Benchmarks in each standard provide the goals for what students should know and be able to do by the time they reach the end of a grade level band. While teaching *To Kill a Mockingbird* in his middle school language arts class, Mr. Grove uses the eighth grade indicators as his checkpoints for the specific knowledge and skills his students should demonstrate as a result of their learning experiences in his classroom. He reviews the benchmarks to determine what his students should be able to do by the end of their 10th grade year, giving him further appreciation of his role in the continuum of his students' education. His primary focus will be on the literary text standards. As he strives to extend student learning, he crosses several of the other standards in his lessons as well. However, several other standards will also be addressed as Mr. Grove strives to extend student learning.



*"...The standards provide ample room for the innovation and creativity essential to teaching and learning."*

**~NCTE Standards in Practice:  
Grades 9-12, p.vii**

*Standards create equity for all learners.*

**The following benchmark is addressed in this lesson:  
Grades 8–10: Literary Text, Benchmark B**

*Explain and analyze how the context of setting and the author's choice of point of view impact a literary text.*



**Grade eight indicators addressed in this lesson:**

- #2. Analyze the influence of setting in relation to other literary elements.
- #4. Compare and contrast different points of view (first person and third person limited, omniscient, objective and subjective), and explain how voice affects literary text.

*In providing his class with the opportunity to learn more about the story's setting prior to reading the novel, Mr. Grove helped his students achieve success with indicators in the research standard. The presentations would meet indicators in the oral communications standard.*

*This student's questions provide a natural transition to the vocabulary acquisition standard.*

*Here, Mr. Grove improved his students' reading strategies, thus meeting goals of the reading comprehension standard.*

As an opening activity for the *To Kill a Mockingbird* unit, Mr. Grove gave his students the assignment of researching a topic about the South in the 1930s. His goal was to provide students the opportunity to learn more about the time period and place in which the novel was set prior to reading the story. His students researched topics such as the economy, education, entertainment, minority issues, science, technology and women's issues. Learners researched in the school library, taking advantage of books, magazines, newspapers and the Internet. They identified appropriate sources, compiled information and prepared PowerPoint presentations for the class.

Following the class presentations, Mr. Grove guided his class to the novel's first chapter, from which he and his students orally read passages that specifically described setting. He asked his students to make predictions while they were reading about what the novel might be about, and what the characters might be like, based on the early description of the story's setting. While reading, Ashley raised her hand and asked Mr. Grove about an unfamiliar word in chapter one, apothecary. He defined and discussed the word with the class, helping his students to acquire new vocabulary.

The class discussed the novel's fictional town of Maycomb, and Mr. Grove told students to keep a log of places described in the setting. Eventually, members of the class constructed maps of the town that could be placed inside the cover of the novel to further enhance a reader's appreciation of setting. Students also wrote paragraphs in which they compared and contrasted the fictional town of Maycomb to their own hometown.



Next, Mr. Grove began to address the element of point of view with his students. First, he reviewed the definition of point of view, including the different types that authors might use. As an exercise to help his students understand point of view, he asked them to answer a list of questions, including *At what age should a student be allowed to stay up until midnight?* and *Should students have jobs?* After students had written their responses, Mr. Grove instructed them to ask an older relative the same questions and record the responses for tomorrow's class.

Upon the students' return to class and discussion of the questions and answers, Mark brought up the fact that his answers were quite different from those given by his parents. The class chuckled when he reported that his parents felt that students should not be allowed to stay up until midnight until after they graduate from high school. Mr. Grove used this teachable moment to discuss a facet of point of view. He noted that our perspectives are often different during our youth from what they will be during our adulthood. Next, Mr. Grove explained the fact that the first person point of view, used in *To Kill a Mockingbird*, is limited in its perspective. He asked his students to spend fifteen minutes writing a reflective paragraph in which they described a time in which they provided a very limited rendition of something that had happened to them when telling the story to someone else. Monica immediately noted that if it were a situation in which she might get into trouble, she would provide a very condensed or different version of what had happened in order to escape blame or punishment. Mr. Grove noted that this was an example of the limitation of the first person point of view, but that a positive side to first person narration is that no one can retell the events as clearly as the individual who experienced them.

Mr. Grove applied the students' new appreciation of point of view to the novel. He explained that the story opens with the voice of a mature adult recalling events from childhood, and sometimes slips to the perspective of her life as a six-year-old.

The class read the second chapter of the novel. Mr. Grove discussed the importance of characterization along with point of view. In particular, he reviewed the classroom scene in chapter two between Scout and her teacher, Miss Caroline Fisher. He had students analyze Scout's character first, noting ways in which the author employed

*The use of maps crosses over to the informational text standard.*



*Reading is more meaningful when it is connected with personal experience.*

direct and indirect characterization. In order to generate student discussion, he asked, “What type of character is Scout, based on her interaction with her teacher?” Students then offered responses, including quotations and details from the text to support their ideas. Mr. Grove told his students to begin keeping a characterization log, noting examples of direct and indirect characterization. To help readers further appreciate the impact of point of view, he gave the class an assignment of rewriting the scene between Scout and her teacher from Miss Caroline’s point of view. Mr. Grove planned to further discuss the development of setting, characters, point of view, plot and theme in future discussions, as well as the other indicators contained in the literary text standard.



*By having his students construct paragraphs, Mr. Grove addressed the writing process and the writing application standards.*

Mr. Grove’s lessons are evidence of the ways in which good teachers strive to offer students a variety of opportunities to grasp language arts concepts. When teaching students about setting, he read orally from the text with students, had them write paragraphs, assigned a log for noting key elements of setting and established a basis of prior knowledge by assigning a research project.

Mr. Grove provided students with a fundamental definition of the element of point of view. However, he also allowed them to explore deeper meanings by connecting the information with real-world, personal knowledge. He then helped them to begin appreciating the use of point of view in a novel by exploring passages with them, having them write paragraphs and asking them to manipulate the point of view.

In developing a novel unit, indicators from the literary text standard will naturally fall into place as teachers guide readers to better understandings of stories. Good planning will address a variety of standards throughout a unit, providing students with richly integrated instruction.

*The lesson ideas that follow provide ways to match classroom instruction with Ohio's new English language arts academic content standards. The activities serve as suggestions and would need to be modified to serve students' individual educational needs.*

## Writing Applications: Tenth Grade

**Benchmarks: Grade 10: Benchmarks C and E**

**Indicators: Grade 10, Indicators 3 and 5**

*Explain and analyze how the context of setting and the author's choice of point of view impact a literary text.*

### Purpose:

Students will use issues in local newspapers to select topics for writing persuasive letters.

### Materials:

For the teacher: visual display board (e.g., dry-erase, chart paper or chalkboard), and markers or chalk.

For each student: notebook paper, pencil or pen, newspaper.

### Set the Purpose:

1. Explain the purpose of persuasion and review the components of persuasive writing with your students. Emphasize that persuasive writing urges readers to accept a position, and that it sometimes encourages them to take action. Tell them that they will use writing to construct letters to individuals, groups, businesses or organizations in order to make a persuasive point.
2. Read exemplar persuasive essays in class.
3. Explain persuasive techniques and logical fallacies (e.g., appeal to emotion, bandwagon).
4. Discuss format for organizing information in persuasive writing.
5. Review letter-writing format, style and techniques.
6. Discuss real-world connections with classroom activities.

### Activity:

1. Distribute newspapers to the class. Have students read the local news section for ten minutes silently.



*Note:*

*Completing this lesson would take several days. Some of the writing might be completed in class, while the rest might be assigned as homework.*

### Incorporating Research and Technology:

- Have students use the Internet to find additional support for their ideas.
- Use desktop publishing to produce the letters.
- Have students compose their letters as emails

**Other Standards Addressed in This Lesson:**

*Reading process, reading applications (informational and persuasive text), writing process.*

**Assessment Idea:**

*Have the class construct a rubric from which letters will be evaluated.*

2. Place students in groups to discuss interesting stories, noting examples of issues that could be controversial.
3. Have groups discuss their ideas with the whole class.
4. On the chalkboard, demonstrate how to write a position statement using some of the topics shared in class.
5. Allow students to use remaining class time to select topic for writing (gained from a local issue in the newspaper) and construct a position statement.
6. Have students select an appropriate method to brainstorm ideas that support position statements (e.g., clustering, mapping).
7. After students have brainstormed, have them organize ideas by creating outlines.
8. Assign the writing of rough draft versions of the letters.
9. Conference with students individually, or use peer conferences to help students revise and edit their drafts.
10. Have students produce final versions of their writing, locate address information, and send their letters.

**Vocabulary Acquisition: Third Grade**

**Benchmarks: Grade 3: Benchmarks D**

**Indicators: Grade 3, Indicators 3 and 9**



**Extending the Lesson:**

*Address the Oral*

**Communication** *standard by having students present speeches to the class based on their persuasive letters.*

**Purpose:**

Students will understand the meaning of synonyms or antonyms and apply them to their writing.

**Materials:**

For the teacher: visual display board (e.g., dry-erase, chart paper or chalkboard), and markers or chalk, thesaurus.

For the students: various picture books, several thesauruses, writing paper, pencils.

**Preparation:**

1. Define the terms synonym and antonym on the chalkboard.
2. Put a list of words on the board that will be used with the class.

**Activity:**

1. Review the meaning of the terms synonym and antonym.
2. Discuss the value of using synonyms and antonyms — (i.e., it helps with reading comprehension and makes writing more varied and expressive.)
3. When students run out of examples of synonyms and antonyms, review the use of the thesaurus. Identify examples of synonyms and antonyms from the thesaurus and have the class select words that they feel are the closest match for the words on the board.
4. Place students in pairs, giving each pair a picture book.
5. Have students read the picture book and create a list of at least five adjectives used in the book to describe a character or setting.
6. Allow pairs to use thesauruses to compose a paragraph in which they use synonyms or antonyms to describe a character or setting.
7. Allow students to share their original list of words (along with the synonyms or antonyms they've generated) and their paragraph with the class.

**Extending the Activity:**

1. Create a list of words generated through the activity and distribute it to the class to be kept in writing folders for future use.
2. Have students select headlines or articles from the newspaper and rewrite them using appropriate synonyms.



**Incorporating Technology:**

- *Have students use the computer to compose sentences. Next, have them revise the sentences using the word processor's thesaurus function.*

*These standards, benchmarks, and grade-level indicators are intended to provide Ohio educators with a set of common expectations from which to base English language arts curriculum.*

**Ohio Standards**

# Program Planning

Ohio's academic standards were developed to provide a set of clear expectations for all students. They form the basis for what every student in the state will learn. While local curriculums may go beyond the standards in terms of what is taught, the standards provide clarity to Ohio teachers and curriculum leaders of what content and skills should be taught at each grade level. In order to effectively implement standards-based instruction, teachers and local and district curriculum leaders must now determine how these standards will be taught in Ohio's classrooms.

To align instruction with standards all, teachers and curriculum leaders must familiarize themselves with the standards. This is the first step in the process of evaluating current programs and developing new standards-based program plans. Not all of the content in the standards will be new to teachers. Teachers and curriculum leaders will find that some of their current courses of study lessons, project and units fulfill the expectations of the standards. A chart like the sample on the following page may prove useful when doing this alignment.



## A Sample Program Planning Inventory Worksheet

It may be useful to develop a chart like the following to assist in determining which lessons, projects or units that are included within your current program meet the indicators within the new Ohio academic standards.

Phonemic Awareness, Word Recognition and Fluency	
1. Identify and distinguish between letters, words and sentences.	Support from Current Program:
2. Identify and say the beginning and ending sounds in words.	Support from Current Program:
3. Demonstrate an understanding of letter-sound correspondence by saying the sounds from all letters and from a variety of letter patterns such as consonant blends and long and short-vowel patterns and by matching sounds to the corresponding letters.	Support from Current Program:
4. Decode by using letter-sound matches.	Support from Current Program:
5. Use knowledge of common word families (e.g., -ite or -ate) to sound out unfamiliar words.	Support from Current Program:

First, teachers and curriculum leaders will align current program plans with the standards. Next, they will examine which specific indicators and benchmarks from the standards are not appropriately addressed in the existing program plan. Ohio's new standards incorporate elements of new research in the fields of how we teach and learn reading, writing and other language arts skills and are more rigorous than before. There will be some areas in which there is a lack of alignment between existing program plans and new standards-based plans.

In English language arts, there are four specific areas within the standards that teachers, school and districts may find that they need to examine and strengthen in light of the new standards. These four areas are:

*It is now known that very young children are competent, active agents of their own conceptual development.*

**National Research Council<sup>1</sup>**

*We will want to explicitly mentor children in the mind-work of reading.*

**Lucy McCormick Calkins<sup>2</sup>**

*Nonfiction reading is the primary fare of every teacher, researcher, and teacher-educator, and it will be the primary reading fare of each of our students.*

**Lucy McCormick Calkins<sup>3</sup>**

### **1. An increased emphasis on early learning:**

We now know that young children can think better and harder than we previously thought. Students can read and comprehend informational texts or write persuasive essays at a relatively early age. The grade-level indicators reflect this. Research has shown us effective ways to teach early reading. The standard “Phonemic Awareness, Word Recognition, and Fluency” outlines the building block skills of reading. The indicators at each grade level reflect this research-based approach to reading.

### **2. An increased emphasis on strategic reading and metacognitive awareness:**

As researchers have looked at how teachers teach reading strategies, they have found that the most effective teaching incorporates very deliberate and direct teaching of strategies. This is a special challenge for teachers of English language arts and other reading-intense disciplines because educators in these fields are successful readers who use these strategies automatically. However, we now know that teachers need to step back and examine their own processes so that they can effectively model these for students as part of an explicit instruction on the strategies needed to comprehend texts and monitor comprehension while reading. This emphasis is seen within the “Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies” standard.

### **3. An increased emphasis on nonfiction reading:**

The majority of reading that all of us do, even teachers and lovers of literature, is nonfiction and informational reading. We are bombarded with print and visual images that we must understand and interpret. In one morning, we might read the front page and editorial section of the newspaper, interpret the information from a weather map, study the nutritional analysis for a breakfast cereal and use a bus or train schedule. The “Reading Applications:



Informational, Technical, and Persuasive Text” standard emphasizes those skills needed to comprehend and interpret nonfiction texts as they are used in classrooms, the workplace and in our daily lives.

**4. A stronger integration of technology and research:**

In the 21st century, Ohio’s citizens will face the challenges of continually changing technologies and vast amounts of information. The inclusion of a separate standard on research and many indicators addressed to technology will address the needs of our students and effectively prepare them for their future experiences in school and in the workplace.

*...studies indicate positive results, suggesting that using computer technology for reading instruction is very promising.*

**National Reading Panel<sup>3</sup>**

The process of aligning classroom, school and district program plans to the standards will require that we think about what we teach and when and how we teach it. In some areas we may maintain a steady course. In others we will incorporate a new and different line of thinking. The process will not be easy, but the conversations and adjustments that result will be invaluable and will ensure that all Ohio teachers have a clearer plan and vision of their final destination and the route they will take to get there.

<sup>1</sup> National Research Council. (1999). *How people learn: brain, mind, experience, and school*. Washington, DC: National Academy Press, pp. 67–68

<sup>2</sup> Calkins, L. M. (2000). *The art of teaching reading*. New York: Longman, pp. 59, 437

<sup>3</sup> National Reading Panel. (2000) *Teaching children to read*. Retrieved January 15, 2002, from <http://www.nationalreadingpanel.org/faq/faq/htm#16>.



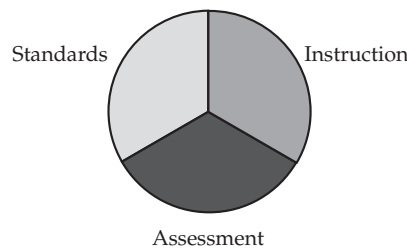
# The Role of Assessment

A strong, effective, aligned educational system has three parts. Standards are one important part. Curriculum and instruction is the second, and assessment aligned with the standards is the third part of an integrated system.



*Ohio is currently engaged in the important process of aligning standards, curriculum and assessments.*

**The Three Parts of an Aligned Educational System**



Ohio has developed and adopted clear and rigorous academic content standards for its students. Educators and the public need to know if students meet these standards. Assessment represents a student's demonstration of understanding, it provides evidence of what students know and are able to do. A comprehensive and thoughtful assessment system also provides needed information for instructional planning and decision-making.

Ohio's comprehensive assessment system includes several types of assessment:

- achievement tests;
- diagnostic assessments;
- classroom assessments; and
- national and international assessments

Each type of assessment provides invaluable information to Ohio's educators, parents, students and communities. While each piece supports the others, each also serves its own unique purpose.

## Ohio's Comprehensive Assessment System

Assessment Types	Basis for Content	Purpose
Achievement Tests, including the Ohio Graduation Test	Ohio's Academic Content Standards	<ul style="list-style-type: none"> <li>• Measure student achievement.</li> <li>• Demonstrate evidence of continuous improvement at the state and local level.</li> <li>• Provide data for Ohio's accountability system.</li> </ul>
Diagnostic Assessments	Ohio's Academic Content Standards	<ul style="list-style-type: none"> <li>• Monitoring student progress.</li> <li>• Make instructional decisions (e.g., intervention, enrichment).</li> <li>• Provide information to students, parents and teachers.</li> </ul>
Classroom Assessments	Local Courses of Study and Standards	<ul style="list-style-type: none"> <li>• Measure process as well as product of student understanding and knowledge.</li> <li>• Inform teachers and students about progress.</li> <li>• Provide information for instructional planning.</li> </ul>
National and International Assessments	National and International Standards	<ul style="list-style-type: none"> <li>• Compare Ohio achievement against that of other states and nations.</li> </ul>

*Ohio's assessment system includes diagnostic and achievement assessments. These are being created with substantial input from Ohio's classroom teachers, parents, administrators, higher education faculty, and business representatives.*



*Teachers have the clearest picture of student performance. Through observations of student performance, they can see immediately which students can explain, interpret, apply and self-correct.*

## **Achievement Tests**

Achievement tests provide the broadest picture of student performance. Ohio's achievement assessments, including the Ohio Graduation Test (OGT), are administered at specified grades and are based on the Ohio academic content standards benchmarks. State-wide assessments measure student achievement and provide guidance for making program decisions and for decisions related to the allocation of resources at the state and local level.

## **Diagnostic Assessments**

Diagnostic assessments are administered annually and are designed to give teachers and parents detailed information as to the strengths and weaknesses of individual students. They provide teachers with important information for instructional planning.

## **Classroom Assessments**

One of the most important components in implementing an aligned standards-based system is ongoing classroom assessment. Teachers constantly assess student performance on an ongoing basis, using both informal and formal measures. Listening to and questioning students are forms of classroom assessment, as are performance assessments, such as writing a research report or solving mathematical problems. Teachers use classroom assessments to evaluate students' performance and progress and to plan instruction that is tailored to students' needs. Classroom assessments provide a rich picture of student performance.

One benefit of classroom assessment is that the feedback is frequent and immediate. Another benefit is that teachers can plan and use assessment in the way that best suits their students' needs. Teachers can design and administer entry-level assessments to determine students' prerequisite skills. They can monitor students' progress frequently to adjust the pace of instruction appropriately and develop and use summative assessments to assess their instructional methods and their students' achievement.

## National and International Assessments

Through participation in national and international assessment opportunities, such as NAEP and TIMSS, Ohio is able to compare the achievement of its students against that of students in other states and other nations. In this way, Ohio ensures that its standards are sufficiently rigorous and world-class.

## The Best Preparation for All Types of Assessment

In Ohio's aligned system, teachers who develop classroom assessments based on the academic content standards grade-level indicators will know that they are evaluating students against a common reference point shared by all Ohio teachers. When teachers design instructional plans based on the grade-level indicators, they will be preparing students for the statewide diagnostic and achievement tests. Teachers will not have to take time out from instruction to prepare students for assessments. Standards-based instruction will prepare students for the assessments. In this way, Ohio's aligned system will support schools, teachers, and parents in ensuring that all students meet the rigorous demands of the new century.



### *Samples of Classroom Assessment:*

- *Projects and investigations*
- *Portfolios*
- *Tests, quizzes and short-answer questions*
- *Extended response and essay questions*
- *Group tests*
- *On-demand assessment*
- *Self-assessment, student reflection*
- *Teacher observations*

# The Role of Technology

## English Language Arts Academic Content Standards

*“... Technology can provide teachers with the tools they need to operate more efficiently and to be more responsive to the individual needs of their students.”*

*“Technology is particularly suited to support... student-centered approaches to instruction.”*

**Congressional Office of  
Technology Assessment**

A concerted effort was made in the development of the English language arts academic content standards to make them teachable and measurable. Each indicator was written to be precise, with belief that the precision would enhance how well English language arts could be taught and learned. This attention to the development of teachable and measurable indicators will not alone assure that teachers and students K-12 remain focused on achievement. “Schools need standards that keep educators focused on achievement [and]...leave them the time and flexibility they need to pay attention to the individuals in their classrooms” (Strong, Silver, and Perini).<sup>1</sup> Toward this aim, technology can provide teachers with the tools they need to operate more efficiently and to be more responsive to the individual needs of their students.

Technology influences how we work, how we play and how we live our lives. The more advanced, accessible and affordable technology becomes, the more powerful its influence will be. The influence technology will have on English language arts teachers’ efforts to provide every student with “the opportunity and resources to develop the language skills they need to pursue life’s goals and to participate fully as informed, productive members of society,”<sup>2</sup> cannot be overestimated.

One of the key findings in the report *Teachers and Technology: Making the Connection* was that “technology is particularly suited to support...student-centered approaches to instruction.”<sup>3</sup> The report delineates that, in a student-centered approach, teachers use technology in ways that enable students to conduct inquiries and engage in collaborative activities. This approach frees the teacher to be more of a facilitator or coach — a departure from what the report

called “traditional” or “teacher-centered” approaches to instruction. In traditional or teacher-centered approaches, computer technology is used more for drill, practice and mastery of basic skills.

In some English language arts classrooms, students effectively use a computer to compose drafts and practice spelling, punctuation and grammar as part of writing instruction. The instructional strategies employed in such classrooms are teacher centered. They are teacher centered because of the way they supplement teacher-controlled activities and because the software used to provide the drill and practice is teacher selected and teacher assigned. The teacher determines, as well, the frequency in which students use the software. While this approach to instruction is a valid use of technology and can enhance learning, it is just a beginning. The relevancy of technology in the lives of young learners and the capacity of technology to enhance teachers’ efficiency are helping to raise students’ achievement in new and exciting ways.

A student-centered use of the computer in English language arts instruction may 1) have students writing regularly to an audience other than classmates or their teacher using the Internet and e-mail or 2) have students using hypertext in conjunction with their homework. The CEO Forum on Education and Technology’s June 2001 report included findings that raise the significance of these approaches. “Studies have shown that students who have written regularly to real audiences via the Internet and e-mail have gained marked improvement in their persuasive writing abilities both on and off the computer.”<sup>4</sup> These studies have also revealed, “the incorporation of a hypertext discussion tool into students’ homework...routine raised achievement over traditional discussion and text-based homework.”<sup>5</sup> From the same studies, researchers have learned that over two thirds of the participating students reported the hypertext tool increased their active engagement time spent on homework. The instructional approaches demonstrated in these studies combined with the new English language arts academic content standards hold great promise and pose a great challenge.

Teachers who adopt student-centered approaches to using technology in the teaching of writing or reading face a challenge. These approaches call for an integration of technology into the



**Hypertext:**

*An electronic connection or “jump” between different documents or computer users. A computer program structure that often links words to other texts like pictures, sounds or animated sequences. Also called Hyperlinking.*

curriculum. In the report *Teachers and Technology: Making the Connection*, it states, “Curriculum integration is central if technology is to become a truly effective educational resource, yet integration is a difficult, time consuming and resource-intensive endeavor.”<sup>6</sup> The challenge of integrating technology into the English language arts curriculum crosses all disciplines because, as the same report claims, “technology in and of itself does not directly change teaching or learning,” nor is there a, “single best technological medium that suits all teachers equally well.”<sup>7</sup> The challenge may be formidable, but, as practitioners increasingly show, the effort yields rewards equally as great.



<sup>1</sup> Strong, R. W., & Silver, H. F., & Perini, M. J. (2001). Making students as important as standards. *Educational Leadership*, November, 57

<sup>2</sup> National Council of Teachers of English/International Reading Association. (1996). *Standards for the English language arts*. Urbana, IL: Author

<sup>3</sup> U. S. Congressional Office of Technology Assessment. (1995). *Teachers and technology: Making the connection* (Report #052-003-01409-2). Washington, DC: Author, 2

<sup>4</sup> CEO Forum on Education and Technology. (2001). *Key building blocks for student achievement in the 21st century: Assessment, alignment, accountability, access, analysis*. (School Technology and Readiness Report, year #4). Washington, DC: Author, 9

<sup>5</sup> Ibid

<sup>6</sup> U. S. Congressional Office of Technology Assessment. (1995). *Teachers and technology: Making the connection* (Report #052-003-01409-2). Washington, DC: Author, 2

<sup>7</sup> Ibid, 57



# Making Real-World Connections

As educators, we seek to impact our students not just as they are in our classrooms, but as they are and will be outside the classroom. In English language arts classrooms, we make connections to the world around us because we want to engage learners by bringing their interests into the classroom, to encourage readers to start a lifetime of reading and to prepare students for their future lives as literate citizens and workers. The rationale for designing real-world learning experiences may be based on a desire to make instructional concepts more relevant by connecting them to students' lives. We also apply real-world learning experiences because we know that students learn best when they can participate in observation and experimentation, or we make real-world connections as the result of attention to workplace literacy needs. Real-world learning experiences accomplish all of these ends, and ultimately guarantee success for all learners.

An important part of education is learning about subjects that may be beyond our initial scope of interest. When we begin to teach reading, and later introduce more complex texts, we can ensure success by using texts that are of immediate interest to our students. Students who have an avid interest in a topic will bring this passion to the task of reading texts about the topic. Making connections to students' lives in this way can help them to reach high levels of academic achievement.

We also know that observation and experience are two important ways that people learn. Think of a time when you learned something new. You most likely saw a model of the activity and then practiced it yourself. Making instruction relevant through experiential learning ensures that students will learn. If we want students to become

*We can ensure students' success by integrating academic instruction with real-world learning opportunities.*



*Students will be most successful if they begin by reading nonfiction materials that are relevant to their lives and in their areas of interest.*

*We learn best by watching experts or seeing models and then engaging in the activity and practicing it ourselves.*

**Benchmarks like the ones below emphasize the reasoning skills that people must employ to be successful in the information age:**

*“Recognize the difference between cause and effect and fact and opinion to analyze text.”*

**(Informational, Technical and Persuasive Text Standard, Grades 4-7 Benchmark)**

*“Use a range of strategies to elaborate and persuade when appropriate, including appeal to logic, use of personal anecdotes, examples, beliefs, expert opinions or cause-effect reasoning.”*

**(Writing Applications Standard, Grades 11-12 Benchmark)**

lifelong readers, we must serve as models ourselves of the importance of reading in our own lives outside of the classroom. If we want students to see reading, writing and speaking as important, we must provide experiences for them that allow them to see the importance of these language arts outside of the classroom.

We know from recent reports and studies that the gap can be wide between what students have been taught in their language arts classrooms and what they will be expected to know and be able to do in our rapidly changing information age. The new English language arts academic content standards have been developed with the intent of closing this gap. Ohio’s English language arts academic content standards, benchmarks and indicators were shaped with attention to real-world applications. The standards emphasize the reasoning skills that enable learners to establish connections, to explain why circumstances occurred and to examine results. These skills teach students to be more critical consumers of information and prepare students for future academic and workplace experiences. These same skills are highlighted within the standards for English language arts (1996) prepared by the National Council of Teachers of English/International Reading Association that make references to understanding texts so as “to respond to the needs and demands of society and the workplace.”<sup>1</sup> The Ohio Business Roundtable referenced these same skills in its 1998 report. If Ohio workers will increasingly be expected to earn a living as thinkers, then the schooling experiences of students should necessarily address “genuine skills in reasoning, interpreting information, and problem-solving.”<sup>2</sup>

The real-world emphasis of the Ohio standards will help create links between each learner’s needs and his or her interests and strengths and between the classroom and the world of work. However, the instructional strategies used by teachers are what will bring the standards to life. What will teaching strategies look like when they are aligned with this orientation? They may look like the following activities:

- Invite students to interview people in their families or neighborhood about their favorite books. Have students prepare a presentation for the class about these favorite reading experiences.

- Organize students into groups. Have each group choose a week and assume responsibility for producing a weekly class newsletter to inform parents about classroom activities, open houses, athletic contests, concerts or other school events.
- Have students write memos that:
  1. explain excused absences or late work;
  2. explain a problem and offer a plan of action;
  3. describe progress on a reading assignment; and
  4. provide information about accomplishments for a letter of recommendation.
- Have students write manuals for new students outlining classroom guidelines or school rules.
- Use the writing process to have students explore the complex issues and feelings linked to their future careers by pairing the reading of informational text (e.g., trade magazines) with creative writing assignments.

Our world is changing. All learners – children and adults — are flooded with data that must be absorbed, filtered and organized and then used to inform decisions. Showing learners how to navigate their way through this flood of data and render the data useful requires a deliberate and concerted effort. Teachers who know how to motivate students, who know how to make the content of their instruction relevant and who know how to be responsive by individualizing or customizing their expectations of students will succeed in raising students’ achievement. Their deliberate and concerted efforts will rescue students who would otherwise drown in today’s deluge of information.



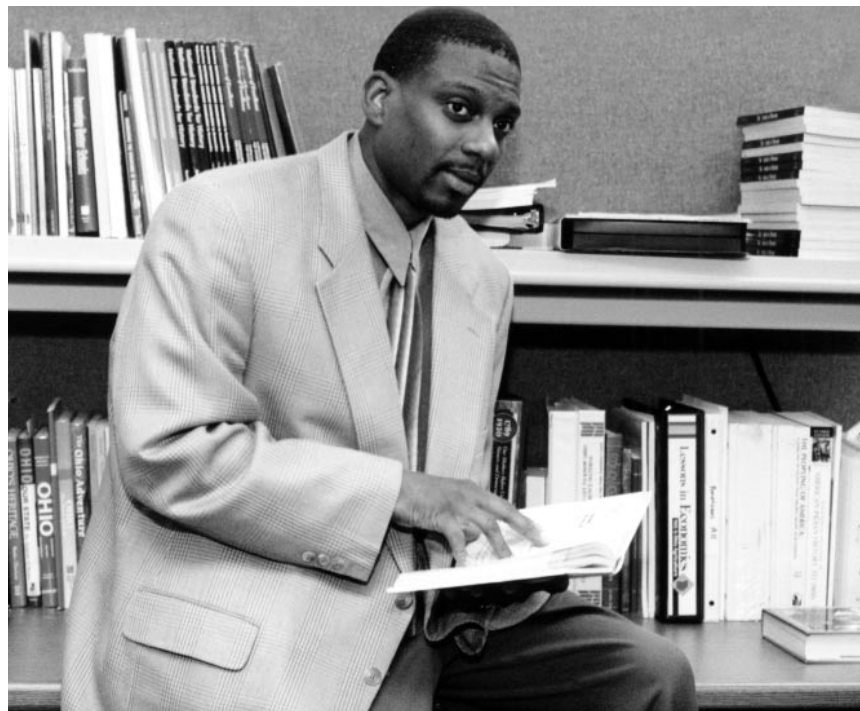
<sup>1</sup> International Reading Association and National Council of Teachers of English. (1996). *Standards for the English language arts*. Newark, DE and Urbana, IL: Authors.

<sup>2</sup> Ohio Business Roundtable and Ohio Department of Education. (1998). *Knowledge and know-how: Meeting Ohio's skill gap challenge*. Columbus, OH: Author, p. 3.



## K-12 English Language Arts

# Glossary



<b>acronym</b>	A word formed from the initial letter or letters of each word in a set of words (e.g., NATO, radar).
<b>allegory</b>	A metaphorical narrative in prose or verse in which fictional figures and actions usually represent truths or generalizations about human existence.
<b>alliteration</b>	The repetition of consonant sounds at the beginning of words (e.g., winter wind).
<b>alphabetic principle</b>	The assumption underlying alphabetic writing systems that each speech sound or phoneme of a language has its own distinctive graphic representation.
<b>ambiguities</b>	Statements or arguments used in a work that may have more than one meaning or interpretation.
<b>analogy</b>	A method of explaining something unfamiliar by using a comparison of similar, more familiar things; a form of reasoning in which one thing is inferred to be similar to another thing in a certain respect, on the basis of the known similarity between the things in other respects (e.g., part to whole, synonym and antonym, degree or cause and effect).
<b>anecdote</b>	A brief narrative of an interesting, unusual or biographical event often used to illustrate a point.
<b>antonym</b>	A word opposite in meaning to another word (e.g., good and bad).
<b>appeal to authority</b>	To call upon an individual or other source as an expert to give credence to an argument made by an author of a work.
<b>appeal to emotion</b>	When a speaker or writer builds an argument using expressive language or other devices instead of presenting evidence; a fallacy in arguments often referred to as “ad populum” (to the people).
<b>appeal to reason</b>	To call upon a reader’s ability to think in a rational way in order to cause a change in his or her thoughts.
<b>assonance</b>	The close repetition of middle vowel sounds (e.g., stony and holy).
<b>author’s chair</b>	A special chair in the classroom from which students and teachers read trade books and the students’ own published writing; used to celebrate student writing and to provide students with opportunities to be authors.
<b>bait and switch</b>	A tactic in which a customer is attracted by the advertisement of a low-priced item but is then encouraged to buy a higher-priced one.

<b>bandwagon</b>	A fallacy in which one is attracted to a popular party, faction or cause that attracts growing support; following the crowd rather than using evidence to justify a conclusion.
<b>bias</b>	An inclination of temperament or outlook; a personal and sometimes unreasoned judgment.
<b>blend</b>	To combine the sounds represented by two or more letters to pronounce a word such as /gr/ in grow; to combine two or more words creating a new word such as brunch (breakfast plus lunch).
<b>brainstorming</b>	A prewriting technique in which students, either alone or in groups, jot down all words or phrases that come to mind on a topic to expand the range of available ideas, to solve a problem or to clarify a concept.
<b>cause and effect</b>	An organizational structure of text in which there is a description of events and their causes or consequences. Often, a single cause will have more than one effect, and a single event may have more than one cause.
<b>characterization</b>	The method an author uses to create the appearance and personality of imaginary characters in a piece of fiction; often developed by describing a character's physical appearance, by revealing a character's nature through the character's speech, thoughts, feelings or actions, by using the speech, thoughts, feelings or actions of other characters and by using direct comments from the narrator.
<b>chronological</b>	An organizational structure of text in which events are placed in the order they occur in time.
<b>coherence</b>	The quality of a piece of writing in which the ideas are clearly arranged so a reader can follow the progression from one idea to the next.
<b>comparison and contrast</b>	An organizational structure of text in which a description of similarities and differences among two or more things occurs.
<b>compound sentence</b>	A sentence with two or more coordinate independent clauses but no dependent clause (e.g., George talked and Harry listened).
<b>compound word</b>	A combination of two or more words that function as a single unit of meaning (e.g., bookkeeper or downtrodden).
<b>comprehension</b>	The process in which a reader constructs meaning through interaction with text; accurately understanding what is written or said.
<b>concrete image</b>	When a speaker or writer uses words that induce audiences to call up "pictures" in their minds by appealing to their senses of taste, smell, hearing, touch and sight.

<b>conflict</b>	The struggle between opposing forces that brings about the action within a story or drama; can be internal (within a character) or external (between a character and an outside force).
<b>connotation</b>	The attitudes and feelings associated with a word as opposed to a word’s literal meaning.
<b>consonance</b>	The repetition of identical consonant sounds before and after differing vowel sounds (e.g., stoke/luck).
<b>construct meaning</b>	The process of understanding what is read through the interaction with text.
<b>consumer documents</b>	Nonfiction works such as warranties, product information and instructional materials designed to help one with daily tasks.
<b>context clues</b>	Information a reader may obtain from a text that helps confirm the meaning of a word or group of words.
<b>conventions</b>	The accepted rules of written and spoken language.
<b>counter-argument</b>	A point or statement in opposition to the argument being made in a written document or speech.
<b>credibility</b>	The quality or state of offering reasonable grounds for being believed.
<b>cues</b>	Hand, body or facial gestures that communicate meaning with little or no use of language.
<b>cutaway</b>	A drawing or model of something with part of its outside removed to give a view of the inside.
<b>declarative sentence</b>	A sentence that makes a statement.
<b>decode</b>	To analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning. <i>Note:</i> To learn to read, one must learn the conventional code in which something is written in order to decode the written message.
<b>definitional footnote</b>	A reference, explanation or comment usually placed below the text on a printed page.
<b>denotation</b>	The literal or “dictionary” meaning of a word.
<b>description</b>	One of the four traditional forms of composition in speech and writing that gives a verbal picture of a character and an event, including the setting in which they occur.



<b>dialect</b>	A form of language as it is spoken in a particular geographic area or by a particular social or ethnic group.
<b>dialogue</b>	A conversation between two or more characters in a work that is used by writers to give insight into the characters themselves.
<b>diction</b>	Clarity and distinctiveness of pronunciation; choice of words in speaking or writing.
<b>digraphs</b>	Two successive letters that make a single sound (e.g., <i>ea</i> in bread or <i>ng</i> in sing).
<b>dynamic character</b>	A character who undergoes a change during the course of a story.
<b>editing</b>	A step in preparing a written work for publication or review that focuses on clarity and correctness.
<b>e.g.</b>	<i>Exempli gratia</i> (Latin), meaning “for example.”
<b>evaluative question</b>	A question that asks the responder to make a judgment.
<b>exclamatory sentence</b>	A sentence that makes a vehement statement or conveys strong or sudden emotion.
<b>explicit</b>	Fully or clearly expressed; definite.
<b>expository</b>	A spoken or written composition, intending to set forth or explain. <i>Note:</i> Good exposition is clear in conception, well organized and understandable. It may include limited amounts of argumentation, description and narration to achieve this purpose.
<b>fable</b>	A story intended to enforce a useful truth, especially one in which animals speak and act like human beings.
<b>fallacy</b>	A typical error in reasoning that arises commonly in ordinary discourse and renders unsound the argument in which it appears.
<b>figurative language</b>	Language enriched by word images and figures of speech.
<b>figurative meaning</b>	A symbolic interpretation of written work.
<b>first person narration</b>	Narration in which the point of view is that of the main character.

<b>flashback</b>	The technique of stopping the chronological action in a story and shifting to an earlier period to introduce additional information.
<b>flat character</b>	A character with only one outstanding trait or feature.
<b>fluency</b>	The act of reading easily, smoothly and automatically with a rate appropriate for the text, indicating that students understand meaning.
<b>focus</b>	The center of interest or attention; in writing, the central idea.
<b>foreshadowing</b>	The technique of giving clues to coming events in a narrative.
<b>format</b>	The shape, size and general makeup (as of something printed).
<b>functional documents</b>	Works of nonfiction such as “how to” books, technical manuals and instructions.
<b>genre</b>	An established class or category of artistic composition or literature (e.g., poetry, drama or novel).
<b>gerund</b>	A verb form that ends in -ing and is used as a noun (e.g., reading is fun).
<b>glittering generalities</b>	A propaganda technique in which words have different positive meanings for individual subjects but are linked to highly valued concepts.
<b>graphic organizer</b>	A method of organization of information which incorporates diagrams or other pictorial devices.
<b>high-frequency word</b>	A word that appears many more times than most other words in spoken or written language.
<b>homograph</b>	A word with the same spelling as another word, whether or not pronounced alike, as <i>pen</i> (a writing instrument) vs. <i>pen</i> (an enclosure) or <i>bow</i> (and arrow) vs. <i>bow</i> (of a ship).
<b>homonym</b>	A word with different origin and meaning but the same oral or written form as one or more other words, as <i>bear</i> (an animal) vs. <i>bear</i> (to support) vs. <i>bare</i> (exposed). Homonyms include homophones and homographs.
<b>homophone</b>	A word with different origin and meaning but the same pronunciation as another word, whether or not spelled alike (e.g., hair and hare).
<b>hyperbole</b>	A figure of speech which uses a deliberate exaggeration (e.g., I have told you a <i>million</i> times).
<b>hypothesize</b>	To make an assertion about something assumed but not positively known.

<b>idiom</b>	A combination of words that is not strictly in accordance with grammatical rules and often possesses a meaning other than its grammatical or logical one (e.g., an easy test might be described as <i>a piece of cake</i> ).
<b>i.e.</b>	<i>Id est</i> (Latin), meaning “that is.”
<b>imagery</b>	Words and phrases that create vivid sensory experiences for a reader.
<b>implicit</b>	To be assumed but not directly expressed.
<b>inference</b>	A general conclusion drawn from information that is given.
<b>inferential question</b>	A question that asks a responder to draw a conclusion.
<b>infinitive</b>	A verb that is usually introduced by <i>to</i> . The infinitive may be used as a noun or a modifier.
<b>inflection</b>	The process or result of changing the form of a word to express a syntactic function without changing the word's grammatical class, as <i>run</i> to <i>ran</i> or <i>runs</i> .
<b>informational documents</b>	Works of nonfiction such as transcripts, reports or journals.
<b>interrogative sentence</b>	A sentence that asks a question or makes an inquiry.
<b>intonation</b>	The rise and fall of a voice pitch.
<b>irony</b>	The recognition of the difference between reality and appearance; includes <i>situational irony</i> in which there is a contrast between what is intended or expected and what actually occurs; <i>verbal irony</i> in which there is a contrast between what is said and what is actually meant; and <i>dramatic irony</i> in which words or actions are understood by the audience but not by characters.
<b>irregular</b>	An exception to a linguistic pattern or rule, as <i>good, better, best</i> are exceptions to the usual <i>-er, -est</i> pattern of comparatives and superlatives in English.
<b>language</b>	The systematic use of sounds, signs and symbols as a method of communication; in writing, the choice of words used to convey meaning.

<b>limited point of view</b>	The vantage point in which a narrator tells the story in the third person but often confines himself or herself to what is experienced, thought and felt by a single or limited number of characters.
<b>literal meaning</b>	The actual meaning of a word or a phrase.
<b>literary element</b>	A component of a piece of literature such as plot or setting in a story.
<b>main idea</b>	The gist of a passage; the central thought; the chief topic of a passage expressed or implied in a word or phrase; the topic sentence of a paragraph; a statement in sentence form which gives the stated or implied major topic of a passage and the specific way in which the passage is limited in content or reference.
<b>media</b>	A means of communication, especially of mass communication, such as books, newspapers, magazines, radio, television, motion pictures and recordings.
<b>metaphor</b>	A figure of speech in which an implied comparison is made between two unlike things (e.g., <i>he's a tiger</i> ).
<b>monologue</b>	An extended speech in a drama or a narrative that is presented by one character.
<b>mood</b>	The feeling or atmosphere that a writer creates for a reader; a reflection of an author's attitude toward a subject or theme.
<b>narrative</b>	One of the four traditional forms of composition in speech and writing that tells a story or gives an account of something, dealing with sequences of events and experiences, though not necessarily in strict order.
<b>nuance(s)</b>	A delicate shade of difference.
<b>omniscient point of view</b>	The vantage point in which a narrator is removed from the story and knows everything that needs to be known.
<b>onomatopoeia</b>	Words whose sound imitates their suggested meaning, (e.g., <i>buzz</i> , <i>hiss</i> and <i>clang</i> ).
<b>onset</b>	The consonants preceding the vowel of a syllable, (e.g., <i>str</i> in <i>strip</i> ).
<b>open-ended question</b>	A type of question intended to produce a free response rather than a direct or one-word response.
<b>overlay</b>	A transparent sheet containing additional details, such as a chart or map, that is placed on top of another transparency on an overhead projector during a presentation.

<b>pace</b>	The rate at which something moves; the rate at which a writer moves the action or information; the rate a speaker uses in delivery.
<b>parody</b>	A literary or musical work in which the style of an author or work is closely imitated for comic effect or in ridicule.
<b>parallel structure</b>	The phrasing of language so as to balance (grammatically) ideas of equal importance. <i>Note:</i> Parallelism may apply to phrases, sentences, paragraphs, longer passages or whole selections.
<b>persona</b>	A voice or character representing a speaker or narrator of a literary work.
<b>personification</b>	A figure of speech in which human qualities are attributed to animals, inanimate objects or ideas (e.g., happy house).
<b>persuasive</b>	One of the four traditional forms of composition in speech and writing that moves the reader by argument or entreaty to a belief or position.
<b>persuasive technique</b>	A method used in speaking or writing to get an audience to agree with the speaker or writer's point of view.
<b>phoneme</b>	A minimal sound unit of speech that, when contrasted with another phoneme, affects the naming of words in a language, as /b/ in <i>book</i> contrasts with /t/ in <i>took</i> , /k/ in <i>cook</i> and /h/ in <i>hook</i> .
<b>phonemic awareness</b>	The awareness of the sounds (phonemes) that make up spoken words. Such awareness does not appear when young children learn to talk; the ability is not necessary for speaking and understanding spoken language. Phonemic awareness is a necessary step for learning to read. In alphabetic languages, letters and letter clusters represent phonemes, and in order to learn the correspondences between letters and sounds, one must understand that words are made up of phonemes.
<b>phonics</b>	A way of teaching reading and spelling that stresses symbol-sound relationships; used especially in beginning instruction.
<b>pitch</b>	The difference in the relative vibration frequency of the human voice that contributes to the total meaning of speech.
<b>plagiarism</b>	To steal and pass off the ideas or words of another as one's own; to use another's production without crediting the source.
<b>plot</b>	The careful sequencing of events in a story generally built around a conflict. Stages of plot include exposition (background), rising action, climax, falling action and denouement (resolution).
<b>point of view</b>	The perspective or attitude of a narrator of a piece of literature.

<b>prefix</b>	An affix attached before a base word or root, as <i>re-</i> in <i>reprint</i> .
<b>prewriting</b>	The initial creative stage of writing, prior to drafting, in which a writer formulates ideas, gathers information, and considers ways to organize them.
<b>primary source</b>	Firsthand information, such as an eyewitness account.
<b>prior knowledge</b>	Knowing that stems from previous experience. <i>Note:</i> Prior knowledge is a key component of schema theories of reading comprehension in spite of the redundancy inherent in the term.
<b>problem-solution</b>	An organizational structure of text that is similar to cause and effect, except that outcomes are a result or solution of a perceived need or problem.
<b>propaganda</b>	The spreading of ideas, information or rumor for the purpose of helping or injuring an institution, a cause or a person.
<b>public documents</b>	Nonfiction materials such as newspapers, editorials and speeches.
<b>pun</b>	The usually humorous use of a word in such a way as to suggest two or more of its meanings or the meaning of another word similar in sound; a play on words. (e.g., the substitution of the slogan <i>visualize world peace</i> with <i>visualize whirled peas</i> ).
<b>reliability</b>	Suitable or fit to be relied on; trustworthy.
<b>resolution</b>	The point in a literary work at which the chief dramatic complication is resolved.
<b>revision</b>	The stage of the writing process in which one considers and improves the meaning and underlying structure of a written draft.
<b>rhetorical device</b>	A method used in writing or speaking in which language is used to influence or persuade an audience.
<b>rime</b>	A vowel and any following consonants of a syllable, as /ook/ in <i>book</i> .
<b>root word</b>	In a complex word, the meaningful base form after all affixes are removed. <i>Note:</i> A root may be independent or free, as <i>read</i> in <i>unreadable</i> , or may be dependent or bound, as <i>-liter-</i> (from the Greek for <i>letter</i> ) in <i>illiterate</i> .
<b>round character</b>	A character who is complex and multi-dimensional.
<b>rubric</b>	An authoritative set of rules which can be used as a means of evaluation.

<b>satire</b>	A literary technique in which ideas, customs, behaviors or institutions are ridiculed for the purpose of improving society.
<b>scope</b>	The extent of an author’s treatment of a subject.
<b>secondary source</b>	A source that is reporting on or analyzing information from another source.
<b>segment syllables</b>	The division of words into syllables; the minimal units of sequential speech sounds comprising a vowel sound or a vowel-consonant combination, as /a/, /ba/, /ab/ and /bab/.
<b>sensory details</b>	Details perceived by sight, hearing, smell or any mode by which one perceives stimuli outside or within the body.
<b>sequencing</b>	The arrangement in which things follow in a logical order or a recurrent pattern; a following of one thing after another in time.
<b>setting</b>	The time and place of the action of a literary work.
<b>sidebar</b>	Supplementary information that is printed alongside the main text.
<b>sight word</b>	A word that is immediately recognized as a whole and does not require word analysis for identification.
<b>simile</b>	A figure of speech in which a comparison is made between two unlike things using the words “like” or “as” (e.g., she’s as sly as a fox).
<b>skim and scan</b>	To examine or read something quickly, but selectively, for a particular purpose.
<b>soliloquy</b>	A speech, usually given alone on stage, in which a character speaks aloud his or her thoughts.
<b>static character</b>	A character who does not change during a story.
<b>stereotyping</b>	A standardized mental picture that is held in common by members of a group and that represents an oversimplified opinion, prejudiced attitude or uncritical judgment.
<b>style</b>	An author’s distinctive manner of expression.
<b>subplot</b>	The secondary action of a story that reinforces or contrasts with the main plot.
<b>suffix</b>	An affix attached to the end of a base, root or stem that changes the meaning or grammatical function of a word, as <i>-en</i> added to form <i>oxen</i> .
<b>symbol</b>	A concrete thing used to suggest something larger and more abstract.

<b>synonym</b>	One of two or more words in a language that have similar meanings (e.g., answer and respond).
<b>syntax</b>	The way in which sentences are formed; the grammatical rules that govern their formation; the pattern or structure of word order in sentences, clauses and phrases.
<b>synthesizing question</b>	A question that asks a responder to combine separate elements into one concept.
<b>tale</b>	A story for children that includes fantastic forces and elements of magic.
<b>tempo</b>	The rate of speed in which a presentation is given.
<b>testimonial</b>	A propaganda technique based on quotations or endorsements from famous people, in or out of context, that attempts to connect a famous or respectable person with a product or item.
<b>text features</b>	Organizers of written materials such as indexes, prefaces, appendices, definitional footnotes, sidebars, tables of content, illustrations or photographs.
<b>text structure</b>	An author’s method of organizing a text (e.g., sequencing, compare and contrast, cause and effect or problem-solution).
<b>theme</b>	A topic of discussion or writing; a major idea or proposition broad enough to cover the entire scope of a literary work or work of art. <i>Note:</i> A theme may be stated or implied, but clues to it may be found in the ideas that are given special prominence or tend to recur in a work.
<b>thesis</b>	The basic argument advanced by a speaker or writer who then attempts to prove it; the subject or major argument of a speech or composition.
<b>third person narration</b>	Narration in which the point of view is that of someone outside the story who refers to all characters by name or as “he,” “she” and “they.”
<b>tone</b>	The reflection of an author’s attitude toward his or her subject.
<b>topic</b>	The general category or class of ideas, often stated in a word or phrase, to which the ideas of a passage as a whole belong.
<b>topic sentence</b>	A sentence intended to express the main idea in a paragraph or passage.
<b>transfer</b>	A persuasive technique in which a product is associated with something attractive or respectable.



<b>transitions</b>	Words and phrases that help explain relationships between sentences and allow a reader or writer to move from one idea to another.
<b>transitive verb</b>	A verb that takes a direct object, as <i>read</i> in <i>Francesca read the book</i> .
<b>unknown words</b>	Words that are unfamiliar to a reader in both print and meaning.
<b>validity</b>	A truthful or factual condition; a logical argument; the evidence that the inferences drawn from test results are accurate.
<b>Venn diagram</b>	A mapping technique using overlapping circles showing features either unique or common to two or more concepts.
<b>viewpoint</b>	The stance or vantage point from which a story is narrated.
<b>visual aid</b>	An instructional device, such as a chart, map, diagram, cutaway or overlay, that helps a reader to comprehend information.
<b>voice</b>	In many languages, a syntactic pattern that indicates the verb-subject relationship; the principal voices in English and many other languages are active and passive.
<b>word families</b>	Groups of words with clear relationships (e.g., <i>specify</i> , <i>specifies</i> , and <i>specification</i> ).
<b>word origins</b>	The history or etymology of words; the meanings of roots and affixes.
<b>word recognition</b>	The process of determining the pronunciation and some degree of meaning of a word in written or printed form; the quick and easy identification of the form, pronunciation and appropriate meaning of a word previously seen in print or writing.
<b>word wall</b>	A large area of a wall (generally in a classroom) where important words are displayed as references for reading and writing.
<b>workplace documents</b>	Job-related nonfiction materials such as memoranda, meeting minutes and travel schedules.
<b>writing circle</b>	A revision strategy in which each writer submits a paper to a group and receives advice for editing.

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## K-12 English Language Arts

# Resources



These sample resources can be used to aid in the understanding of academic content standards. In addition, these resources can be used to begin the process of implementing standards-based instruction and assessment. The model curriculum will provide a greater opportunity to explore best practices, research-based instruction, and effective lessons and strategies for all children.

### Instructional Resources

Resources listed in this section provide information for educators seeking practical and creative ways to implement the standards-based instruction.

#### *Instructional Resources on the Internet*

- **Children’s Literature Web Guide** – This site collects and organizes Internet resources related to books for children and young adults. In addition, this site contains lists of book awards.  
<http://www.acs.ucalgary.ca/~dkbrown>
- **ERIC Clearinghouse of Reading, English and Communication** – This site is dedicated to “providing educational materials, services, and coursework to everyone interested in the language arts.” ERIC has served the needs of parents and teachers for over 40 years. This web site provides access to lesson plans and resources for listening, literature, reading, storytelling, vocabulary and writing composition.  
<http://eric.indiana.edu/>
- **National Center on Education and The Economy** – This organization is dedicated to “providing policies, tools, technical assistance and professional development that people everywhere can use to design and implement effective standards-based education and training systems.” This web site provides access to resources, tools and technical assistance to schools, districts and states designing and implementing standards.  
<http://www.ncee.org>
- **Reading Online** – This journal of K-12 practice and research is published by the International Reading Association. This site provides access to articles, online communities and international perspectives on reading.  
<http://www.readingonline.org>

#### **Instructional Publications**

- Calkins, Lucy. (2001). *The art of teaching reading*. New York: Longman.

- Clay, M. (2000). *Concepts about print: What have children learned about the way we print language?* Portsmouth: Heinemann.
- Crawley, S., & Merritt, K. (2000). *Remediating reading difficulties* (3rd ed.). New York: McGraw Hill.
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### Professional Resources

Resources listed in this section provide access to professional organizations and public institutions to afford educators opportunities to stay informed within their field.

#### *Professional Organizations*

- **National Council of Teachers of English – (NCTE)** – NCTE is “devoted to improving the teaching and learning of English and the language arts at all levels of education.” This site provides access to lesson plans, research in the field, programs that promote English language arts and NCTE books and journals.  
<http://www.ncte.org>
- **Ohio Council of Teachers of English Language Arts – (OCTELA)** – OCTELA is an organization that sponsors and promotes English language arts activities. This site provides access to the OCTELA newsletter, the Ohio Journal of the English language arts as well as other publications and resources. A variety of links to lesson plans, book awards, and professional conferences is available.  
<http://www.octela.org>

- **International Reading Association – (IRA)** – The goal of IRA is “to promote high levels of literacy for all by improving the quality of reading instruction, disseminating research and information about reading and encouraging the lifetime reading habit.” This site provides access to programs that promote literacy, information on conferences and forums that provide professional development and special commissions and task forces that address particular issues.

[www.ira.org](http://www.ira.org)

### Departments of Education

- **Ohio Department of Education** [www.ode.state.oh.us](http://www.ode.state.oh.us)  
 Office of Curriculum and Instruction [www.ode.state.oh.us/curriculum-assessment/ci/](http://www.ode.state.oh.us/curriculum-assessment/ci/)  
 Office of Assessment [www.ode.state.oh.us/curriculum-assessment/Assessment/](http://www.ode.state.oh.us/curriculum-assessment/Assessment/)  
 Career-Technical and Adult Education [www.ode.state.oh.us/ctae/default.asp](http://www.ode.state.oh.us/ctae/default.asp)
- **Other state Departments of Education (via CCSSO)**  
[www.ccsso.org/seamenu.html](http://www.ccsso.org/seamenu.html)
- **U.S. Department of Education** [www.ed.gov](http://www.ed.gov)

### Research Resources

Resources listed in this section provide theory, skills and strategies to build knowledge and understanding of standards and other related topics.

#### *Research Resources on the Internet*

- **Center for the Improvement of Early Reading Achievement – (CIERA)** – CIERA’s mission is “to improve the reading achievement of America’s youth by generating and disseminating theoretical,empirical, and practical solutions to learning and teaching beginning reading.” This national center for research examines the many influences on children’s reading acquisition. The center produces a variety of materials for educators. This site offers access to CIERA publications and special online-only resources.  
[www.ciera.org](http://www.ciera.org)
- **Center for the Study of Reading – (CSR)** – The CSR was established at the University of Illinois at Urbana-Champaign in 1976 by the National Institute of Education in response to the growing concern about the quality of reading instruction in American schools. This site provides access to technical reports, pamphlets, overhead masters and videotapes that focus on reading.  
[www.ed.uiuc.edu/ber/](http://www.ed.uiuc.edu/ber/)

- **National Assessment of Educational Progress (NAEP)** – also known as “the Nation’s Report Card,” is the only nationally representative and continuing assessment of what America’s students know and can do in various subject areas. NAEP offers results regarding subject-matter achievement, instructional experiences, and school environment for populations of students (e.g., fourth-graders) and subgroups of those populations (e.g., female students, Hispanic students). From this site you can look at the data and use the data analysis tool to analyze the data.

<http://nces.ed.gov/nationsreportcard>

- **The Ohio Writing Project – (OWP)** – The Ohio Writing Project is part of the National Network of Writing Projects and is “dedicated to the advancement of writing as a medium for teachers and students at the secondary level and below.” The site provides access to activities related to writing, information about summer projects and The Ohio Writing Project/Ohio Board of Regents Early English Composition Assessment Program (OWP/EECAP).

<http://www.muohio.edu/owp/>

- **Teachers of English to Speakers of Other Languages (TESOL)** – TESOL is a professional association that is dedicated to helping educators and others who teach English to speakers of other languages. This site offers information on best practices, research and initiatives surrounding ESL learning.

<http://tesol.org>

### Research Publications

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