

The North Dakota Standards and Benchmarks

Content Standards – DRAFT

English Language Arts Grades K-12 – Content Only

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North Dakota Department of Public Instruction

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Standard 1: Students engage in the research process

Standard 1: Students Engage in the Research Process

BENCHMARK EXPECTATION

Kindergarten

PLANNING RESEARCH

K.1.1. Contribute questions and ideas related to a topic of study

ORGANIZING INFORMATION

K.1.2. Use developmentally appropriate reference tools to gather information about a topic; e.g., picture dictionary, ABC chart, nonfiction books

Grade 1

PLANNING RESEARCH

1.1.1. Choose a research topic

1.1.2. Formulate questions related to a topic of study

ORGANIZING INFORMATION

1.1.3. Locate and gather information from a variety of print and technological resources

PRESENTING INFORMATION

1.1.4. Share items and/or information related to a topic

EVALUATION

1.1.5. Use self-assessment tools to evaluate presentation; e.g., checklist, pictorial (smiley/sad face)

Grade 2

PLANNING RESEARCH

2.1.1. Choose a research topic

2.1.2. List questions related to a topic of study

Standard 1: Students Engage in the Research Process

BENCHMARK EXPECTATION

ORGANIZING INFORMATION

2.1.3. Use a variety of reference tools to access information; i.e., tables of contents, dictionaries, Internet

PRESENTING INFORMATION

2.1.4. Report on a topic orally or in written form

EVALUATION

2.1.5. Use self assessment tool to evaluate presentation; e.g., checklist, rubric, pictorial

Grade 3

PLANNING RESEARCH

3.1.1. Select a research topic in a specific area of a study

3.1.2. Generate questions about a research topic

3.1.3. Develop a plan for researching a topic in a specific area of study

ACCESSING INFORMATION

3.1.4. Use relevant resource materials to access information; e.g., dictionaries, encyclopedias, videos, interviews, cassette recordings, Internet

EVALUATING RESEARCH INFORMATION

3.1.5. Identify accurate information related to a selected research topic or project

ORGANIZING RESEARCH INFORMATION

3.1.6. Use note-taking strategies to organize information

3.1.7. Develop and record information gathered; e.g., reports, brochures, posters, etc.

PRESENTATION AND EVALUATION

3.1.8. Assess research process and presentation based on certain criteria discussed through conferences with peers and/or teachers

3.1.9. Evaluate a research process and presentation using a rubric

Standard 1: Students Engage in the Research Process

BENCHMARK EXPECTATION

Grade 4

PLANNING RESEARCH

4.1.1. Organize a research topic or issue in a specific area of study using a research strategy

ACCESSING INFORMATION

4.1.2. Use relevant resource materials to access information; e.g., dictionaries, encyclopedias, newspapers, magazines, videos, interviews, cassette recordings, and Internet

EVALUATING RESEARCH INFORMATION

4.1.3. Use criteria to evaluate the accuracy of information; e.g., factual vs. fictional text

ORGANIZING RESEARCH INFORMATION

4.1.4. Use note-taking strategies to organize information

4.1.5. Compose basic research reports or presentations

PRESENTATION AND EVALUATION

4.1.6. Assess research process and presentation using information discussed in peer and/or teacher conferences

4.1.7. Evaluate a research process and presentation using a rubric based on certain criteria

Grade 5

PLANNING RESEARCH

5.1.1. Generate connections between issues, texts, and topics of interest

5.1.2. Plan and use a research strategy

ACCESSING INFORMATION

5.1.3. Use relevant resource materials to access information; e.g., dictionaries, encyclopedias, newspapers, magazines, videos, interviews, cassette recordings, electronic databases, and Internet

Standard 1: Students Engage in the Research Process

BENCHMARK EXPECTATION

EVALUATING RESEARCH INFORMATION

5.1.4. Use criteria to evaluate the accuracy of information; e.g., factual vs. fictional text, persuasive vs. informational

ORGANIZING RESEARCH INFORMATION

5.1.5. Use note-taking strategies to organize information that would include paraphrasing, summarizing, and identifying main concepts in information sources

5.1.6. Create charts, outlines, and graphs to organize and record information in a simple format from a variety of sources

PRESENTATION AND EVALUATION

5.1.7. Assess research process and presentation by conferencing with peers and/or teacher

5.1.8. Evaluate a research process and presentation using a rubric based on set criteria

Grade 6

PLANNING RESEARCH

6.1.1. Pose relevant research questions

ACCESSING INFORMATION

6.1.2. Use sources that are appropriate for the research purpose

EVALUATING RESEARCH INFORMATION

6.1.3. Differentiate between accurate and inaccurate information

ORGANIZING RESEARCH INFORMATION

6.1.4. Use information from several sources

PRESENTATION

6.1.5. Write a research report

EVALUATING THE RESEARCH PROCESS

6.1.6. Assess research process

Standard 1: Students Engage in the Research Process

BENCHMARK EXPECTATION

6.1.7. Evaluate a research product using a rubric

Grade 7

PLANNING RESEARCH

7.1.1. Generate and evaluate questions relevant to research topic

ACCESSING INFORMATION

7.1.2. Use a variety of sources (i.e., computer catalogs, magazines, and newspapers) to access information

EVALUATING RESEARCH INFORMATION

7.1.3. Question the accuracy and relevance of information

ORGANIZING RESEARCH INFORMATION

7.1.4. Organize research information

7.1.5. Present research findings, including information and evidence from a variety of sources

7.1.6. Arrange sources in bibliographical format

PRESENTATION

7.1.7. Write a research report using a thesis statement

7.1.8. Evaluate the research process

7.1.9. Assess research process

7.1.10. Evaluate a research product using a rubric

Grade 8

PLANNING RESEARCH

8.1.1. Use questions to narrow research topic

Standard 1: Students Engage in the Research Process

BENCHMARK EXPECTATION

ACCESSING INFORMATION

8.1.2. Use a variety of primary and/or secondary sources to access information (i.e., computer catalogs, magazines, newspapers, and primary sources) to access information

EVALUATING RESEARCH INFORMATION

8.1.3. Evaluate sources that present different perspectives; e.g., by identifying sources of bias and distinguishing between primary and secondary sources

ORGANIZING AND PRESENTING RESEARCH INFORMATION

8.1.4. Use information from multiple sources when presenting research findings to defined audiences

PRESENTATION

8.1.5. Write a research report using a thesis

EVALUATE THE RESEARCH

8.1.6. Assess research process

8.1.7. Evaluate a research product using a rubric

Grade 9

RESEARCH PLANNING

9.1.1. Choose a broad topic, state the problem, or question

9.1.2. Formulate a preliminary thesis statement

ACCESSING INFORMATION

See previous grade-level benchmarks and apply

EVALUATING RESEARCH INFORMATION

9.1.3. Cross-reference information

9.1.4. Evaluate relevancy of information

Standard 1: Students Engage in the Research Process

BENCHMARK EXPECTATION

ORGANIZING RESEARCH INFORMATION

- 9.1.5. Organize information from a variety of sources; e.g., chronological
- 9.1.6. Summarize information
- 9.1.7. Identify and avoid plagiarism
- 9.1.8. Use primary and secondary sources
- 9.1.9. Use graphic organizer

PRESENTATION

- 9.1.10. Write research papers and presentations using a thesis and organized information

EVALUATING THE RESEARCH PROCESS

See previous grade-level expectations

Grade 10

RESEARCH PLANNING

- 10.1.1. Form questions to focus research

ACCESSING INFORMATION

- 10.1.2. Know ways to effectively search electronic databases; e.g., defining key terms and using limiters to focus a search
- 10.1.3. Gather reliable information to support a thesis

EVALUATING RESEARCH INFORMATION

- 10.1.4. Use relevant information

ORGANIZING RESEARCH INFORMATION

- 10.1.5. Organize information from a variety of sources into a unified whole

Standard 1: Students Engage in the Research Process

BENCHMARK EXPECTATION

10.1.6. Use a style sheet, such as MLA or APA, for citing primary and secondary sources

10.1.7. Paraphrase information

10.1.8. Use note cards

10.1.9. Develop an outline

PRESENTATION

10.1.10. Write a research paper

10.1.11. Present research information; e.g., informative speech, PowerPoint presentation, video presentation

EVALUATING THE RESEARCH PROCESS

See previous grade-level expectations

Grade 11

RESEARCH PLANNING

11.1.1. Research topics independently using appropriate sources

ACCESSING INFORMATION

11.1.2. Evaluate and incorporate information from primary sources; e.g., interviews and surveys

EVALUATING RESEARCH INFORMATION

11.1.3. Evaluate reliability, validity, comprehensiveness, author's bias, and author's expertise

11.1.4. Verify the quality, accuracy, and usefulness of information

ORGANIZING RESEARCH INFORMATION

11.1.5. Synthesize information in a logical sequence

11.1.6. Use quotations effectively

Standard 1: Students Engage in the Research Process

BENCHMARK EXPECTATION

PRESENTATION

See previous grade-level expectations

EVALUATING RESEARCH PROCESS

11.1.7. Evaluate the research process and develop strategies for improving it; e.g., correct use of research format, accuracy of research, organization of information and use of sources

Grade 12

RESEARCH PLANNING

12.1.1. Plan a research strategy

12.1.2. Determine purpose; e.g., inform, persuade

12.1.3. Develop a research question

ACCESSING INFORMATION

See previous grade-level benchmarks and apply

ORGANIZING RESEARCH INFORMATION

12.1.4. Defend research paper or project

EVALUATING RESEARCH INFORMATION

See previous grade-level expectations

PRESENTATION

See previous grade-level expectations

EVALUATING RESEARCH PROCESS

12.1.5. Evaluate the research process and apply strategies to a variety of writing purposes; e.g., correct use of research format, accuracy of research, organization of information and use of sources

Standard 2: Students engage in the reading process

Standard 2: Students engage in the reading process

BENCHMARK EXPECTATION

Kindergarten

LITERARY /INFORMATIONAL GENRES

- K.2.1. Be exposed to a variety of genres; i.e., fiction, nonfiction, fairy tales, poetry, and nursery rhymes
- K.2.2. Recognize the elements of a fiction text; i.e., character, setting, events, and ending
- K.2.3. Demonstrate book handling knowledge; i.e., locate front of book, beginning and end of sentence, and story
- K.2.4. Demonstrate early reading behaviors; i.e., one-to-one match, directionality, locating letters and words, upper and lowercase letters, periods and question marks, using authentic texts
- K.2.5. Differentiate between fiction and non-fiction text features
- K.2.6. Recognize various types of nonfiction materials; i.e., newspapers, magazines, picture dictionaries, and other developmentally appropriate reference materials

PHONOLOGICAL/PHONEMIC AWARENESS

- K.2.7. Segment individual phonemes (sounds) in a one syllable word (distinguishing initial and final consonant sounds and vowel sounds)
/h/-/a/-/t/
- K.2.8. Blend individual phonemes to make a one syllable word
- K.2.9. Break or separate a one syllable word into its parts – onset and rime /h/-/at/
- K.2.10. Understand the concept of rhyming words, including how to identify and create rhymes
- K.2.11. Know that words make up sentences and syllables make up words

Standard 2: Students engage in the reading process**BENCHMARK EXPECTATION**

PHONICS/WORD RECOGNITION

K.2.12. Recognize the relationship between letters and their sounds

K.2.13. State sounds for most letters in isolation

K.2.14. Know that letters go together to make words

K.2.15. Begin to use knowledge of phonics to decode words

K.2.16. Identify and name upper and lower case letters

COMPREHENSION/READING STRATEGIES FOR MEANING

K.2.17. Make and confirm/disconfirm predictions about what will happen in a story

K.2.18. Recall/Retell information in sequence

K.2.19. State text-to-self connections

PURPOSES FOR READING

K.2.20. Begin to use reading to be informed and/or entertained with shared reading texts; e.g., big books, charts, poems, guided reading books

Grade 1

LITERARY/INFORMATIONAL GENRES

1.2.1. Read a variety of genres; i.e., fiction, folk tales, poetry, and nonfiction-informational

1.2.2. Explain elements of a story; i.e., characters, events, setting, and ending

PHONOLOGICAL/PHONEMIC AWARENESS

1.2.3. Identify and manipulate sounds in words

1.2.4. Isolate and say the first, medial, or last sound in a word

Standard 2: Students engage in the reading process

BENCHMARK EXPECTATION

1.2.5. Break or separate a word into parts—onset and rime

1.2.6. Identify and create rhymes

PHONICS/WORD RECOGNITION

1.2.7. Apply knowledge of letter/sound relationship when reading

1.2.8. Use knowledge of phonics to decode words

COMPREHENSION/READING STRATEGIES FOR MEANING

1.2.9. Make and confirm predictions about what will happen in a story

1.2.10. Recall/Retell details/events in sequence

1.2.11. Make text-to-self and text-to-text connections

1.2.12. Use strategies to monitor comprehension; e.g., reread, check the picture, think about the story to determine what makes sense

1.2.13. Locate the main idea and identify supporting details of a text

1.2.14. Read a variety of vocabulary embedded in authentic text

1.2.15. Demonstrate fluency, reading in meaningful phrases: clear, and at an appropriate rate, with expression and accuracy

PURPOSES FOR READING

1.2.16. Use reading to be informed and/or entertained

Grade 2

LITERARY/INFORMATIONAL GENRES

2.2.1. Read a variety of genres; i.e., fiction including realistic, fantasy, folktales, nonfiction including informational, biographies, and autobiographies

Standard 2: Students engage in the reading process**BENCHMARK EXPECTATION**

2.2.2. Describe the elements of a fiction text; i.e., setting, characters, events, problem, and resolution/solution

2.2.3. Describe the features of a non-fiction text; i.e., table of contents, index, topic headings, bold-faced words, glossary

PHONICS/WORD RECOGNITION

2.2.4. Apply knowledge of all letter/sound relationship when reading, including consonant blend and long and short vowel patterns

2.2.5. Use knowledge of phonics to decode words with a variety of spelling patterns

COMPREHENSION/READING STRATEGIES FOR MEANING

2.2.6. Make and confirm/disconfirm predictions about what will happen in longer stories with increasingly complex plots

2.2.7. Recall/Retell details/events in sequence

2.2.8. Relate text-to-self, text-to-text, and text-to-world connections

2.2.9. Use strategies to monitor comprehension; e.g., reread, read on, check the picture, think about the story to determine what would make sense and sound right

2.2.10. Use strategies to improve comprehension; e.g., summarize, fact and opinion, compare and contrast, inferences, drawing conclusions, questioning, clarify

2.2.11. Locate the main idea and identify supporting details of a text

2.2.12. Use meaning, syntax, and phonics clues to decode new words when reading

2.2.13. Read a variety of vocabulary embedded in authentic text

2.2.14. Demonstrate fluency, reading in meaningful phrases: clear, at an appropriate rate, with expression and accuracy

PURPOSES FOR READING

2.2.15. Use reading to be informed, persuaded, and entertained

Standard 2: Students engage in the reading process

BENCHMARK EXPECTATION

Grade 3

LITERARY/INFORMATIONAL GENRES AND ELEMENTS

- 3.2.1. Identify the elements of a fiction text; i.e., setting, character development, events, problem, resolution/solution
- 3.2.2. Identify characteristics of expository text; i.e., headings, subheadings, captions, graphics, tables, and conventions of print
- 3.2.3. Identify characteristics of multi-cultural texts from various genres; i.e., realistic fiction, historical fiction, poetry, folktales, fantasy, fairy tales, plays, non-fiction
- 3.2.4. Use glossaries, table of contents, and indexes to locate information

WORD RECOGNITION/VOCABULARY

- 3.2.5. Use word recognition strategies to determine the meaning of unfamiliar words and make sense of text; i.e., synonyms/antonyms, prefixes/suffixes, words with multiple meanings, context clues
- 3.2.6. Use word reference aids to determine word meaning; e.g. dictionary, thesaurus, and glossary

READING STRATEGIES FOR MEANING

- 3.2.7. Use reading strategies to increase and monitor comprehension; i.e., building background with connections, main idea/details, fact/opinion, predicting, inferring, questioning, synthesizing, summarizing, visualizing/verbalizing
- 3.2.8. Demonstrate fluency, reading in meaningful phrases: clear, at an appropriate rate, with expression and accuracy

PURPOSES FOR READING

- 3.2.9. Read for a variety of purposes, including to gain information, for enjoyment, and to form an opinion; e.g., role-playing, journals, diaries, etc.
- 3.2.10. Reflect on and respond to texts from various genres and cultures

Standard 2: Students engage in the reading process

BENCHMARK EXPECTATION

Grade 4

LITERARY/INFORMATIONAL GENRES AND ELEMENTS

- 4.2.1. Read for a variety of purposes, including to gain information, for enjoyment, and to form an opinion; i.e., fiction, non-fiction, multi-cultural
- 4.2.2. Compare and contrast characteristics of fiction; i.e., historical fiction, realistic fiction, short stories, poetry, tall tales
- 4.2.3. Compare and contrast texts; i.e., fiction to fiction, fiction to nonfiction, nonfiction to nonfiction
- 4.2.4. Determine the elements of a fiction text; i.e., setting, character development, rising action, events, problems, resolution/solution
- 4.2.5. Determine characteristics of expository text; i.e., headings, subheadings, captions, graphics, tables, conventions of print

WORD RECOGNITION/VOCABULARY

- 4.2.6. Use word recognition strategies to determine the meaning of unfamiliar words and make sense of text; i.e., synonyms/antonyms, homonyms, prefixes/suffixes, words with multiple meanings, context clues
- 4.2.7. Use reference resources to determine word meaning; i.e., dictionary, thesaurus, glossary

READING STRATEGIES FOR MEANING

- 4.2.8. Use a variety of text comprehension strategies to improve and monitor understanding; i.e., building background with connections, main idea/details, fact/opinion, predicting, inferring, questioning, synthesizing, summarizing, analyzing, visualizing/verbalizing
- 4.2.9. Demonstrate fluency, reading in meaningful phrases: clear, at an appropriate rate, with expression and accuracy

PURPOSES FOR READING

- 4.2.10. Use reading to be informed, entertained, and persuaded; e.g., role-playing, journals, diaries
- 4.2.11. Reflect on and respond to texts from various genres and cultures

Standard 2: Students engage in the reading process**BENCHMARK EXPECTATION****Grade 5**

LITERARY/INFORMATIONAL GENRES AND ELEMENTS

- 5.2.1. Read for a variety of purposes, including to gain information, for enjoyment, and to form an opinion; i.e., fiction, nonfiction, multi-cultural
- 5.2.2. Analyze the elements of a fiction text; i.e., setting, character development – protagonist/antagonist, events, climax, problems, resolution/solution, universal themes
- 5.2.3. Analyze characteristics of expository text; i.e., headings, subheadings, captions, graphics, tables, conventions of print
- 5.2.4. Compare and contrast characteristics of a variety of fiction genres; i.e., mysteries, poetry, historical fiction, science fiction, myths, plays, fables
- 5.2.5. Compare and contrast characteristics of a variety of nonfiction genres; i.e., biography, autobiography, memoir, informational articles, editorials, essays

WORD RECOGNITION/VOCABULARY

- 5.2.6. Use word recognition strategies to determine the meaning of unfamiliar words and make sense of text; i.e., synonyms/antonyms, homonyms, word origins, prefixes/suffixes, words with multiple meanings, context clues
- 5.2.7. Use word reference resources to determine word meaning; i.e., dictionary, thesaurus, Greek/Latin root histories

READING STRATEGIES FOR MEANING

- 5.2.8. Use a variety of text comprehension strategies to improve and monitor understanding; i.e., building background, main idea/details, fact/opinion, predicting, questioning, synthesizing, inferring, summarizing, visualizing/verbalizing, analyzing
- 5.2.9. Demonstrate fluency, reading in meaningful phrases: clear, at an appropriate rate, with expression and accuracy

PURPOSES FOR READING

- 5.2.10. Use reading to be informed, entertained, and persuaded; e.g., role-playing, journals, essays
- 5.2.11. Reflect on and respond to texts from various genre and cultures

Standard 2: Students engage in the reading process

BENCHMARK EXPECTATION

Grade 6

LITERARY AND INFORMATIONAL GENRES

- 6.2.1. Identify characteristics of a variety of fiction genres; e.g. short stories, mysteries, poetry, fables, and myths
- 6.2.2. Identify characteristics of a variety of nonfiction genres; e.g. setting, major and minor characters, and events

WORD RECOGNITION/VOCABULARY

- 6.2.3. Use word recognition skills and vocabulary building strategies to determine the meaning of unfamiliar words and make sense of text; e.g., synonyms/antonyms, prefixes/suffixes, multiple meaning words, context clues, word reference aids—dictionary, glossary, thesaurus, base words

READING STRATEGIES FOR INTERPRETING MEANING OF TEXTS

- 6.2.4. Use graphic organizers and summarizing to enhance comprehension
- 6.2.5. Use prior knowledge and experiences to aid text comprehension

PURPOSES FOR READING

- 6.2.6. Read to be informed, entertained, and persuaded
- 6.2.7. Read to develop life-long reading skills and habits

LITERARY ELEMENTS AND TECHNIQUES

- 6.2.8. Identify literary elements, including plot, setting, characters, conflict, resolution, dialogue, and flashback
- 6.2.9. Identify figurative language, including personification, simile, metaphor

Grade 7

LITERARY AND INFORMATIONAL GENRES

- 7.2.1. Differentiate characteristics of fiction and nonfiction genres

Standard 2: Students engage in the reading process

BENCHMARK EXPECTATION

READING STRATEGIES FOR INTERPRETING MEANING OF TEXTS

- 7.2.2. Use graphic organizers; summarizing; paraphrasing; and vocabulary building strategies, including context clues, to enhance understanding and aid comprehension of the meaning of texts
- 7.2.3. Generate and revise predictions to aid comprehension and understanding of the meaning of texts
- 7.2.4. Use prior knowledge and experiences to aid text comprehension

PURPOSES FOR READING

- 7.2.5. Read to be informed, entertained, and persuaded
- 7.2.6. Read to develop life-long reading skills and habits

LITERARY ELEMENTS AND TECHNIQUES

- 7.2.7. Identify literary elements; i.e., foreshadowing, point of view, plot development, protagonist, antagonist, and theme
- 7.2.8. Locate figurative language in literary texts; i.e., personification, simile, metaphor, and hyperbole
- 7.2.9. Identify sound devices in literary texts, i.e., alliteration, onomatopoeia, rhyme, repetition, and rhythm
- 7.2.10. Explain the relationships between literature and historical periods, cultures, and society

VOCABULARY

- 7.2.11. Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words, context clues, word reference aids—dictionary, glossary, thesaurus, to determine the meaning of unfamiliar words and make sense of text

Grade 8

LITERARY AND INFORMATIONAL GENRES

- 8.2.1. Compare or contrast characteristics of fiction and nonfiction genres

READING STRATEGIES FOR INTERPRETING MEANING OF TEXTS

- 8.2.2. Use prior knowledge and experiences to aid text comprehension

Standard 2: Students engage in the reading process

BENCHMARK EXPECTATION

8.2.3. Use a variety of strategies to construct meaning from text; e.g., vocabulary building strategies, skimming, paraphrasing, summarizing, brainstorming, and discussing

PURPOSES FOR READING

8.2.4. Read to develop lifetime reading skills and habits

8.2.5. Read for personal recreation

LITERARY ELEMENTS AND TECHNIQUES

8.2.6. Identify theme, protagonist, antagonist, plot development, and dialect in literary texts

8.2.7. Identify figurative language in literary texts including personification, simile, metaphor, and hyperbole

8.2.8. Examine the relationships between literature and historical period, culture, and society

8.2.9. Explain the uses of sound devices in literary texts, including alliteration, onomatopoeia, rhyme, repetition, and rhythm

VOCABULARY

8.2.10. Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, multiple meaning words, context clues, word reference aids—dictionary, glossary, thesaurus, to determine the meaning of unfamiliar words and make sense of text

8.2.11. Build vocabulary; e.g., Greek and Latin roots, dictionary information, content area terminology

Grade 9

LITERARY GENRES

9.2.1. Identify characteristics of a variety of fiction genres; i.e., novels, short stories, plays, and poetry

9.2.2. Identify the organizational features of fiction, drama, and poetry; i.e., stanza, act, scene, chapter, verse, and article

INFORMATIONAL GENRES

9.2.3. Differentiate between a variety of nonfiction genres; i.e., newspapers, magazines, electronic texts, biographies, reference materials, essays, and speeches

Standard 2: Students engage in the reading process

BENCHMARK EXPECTATION

READING STRATEGIES FOR INTERPRETING MEANING OF TEXTS

- 9.2.4. Identify persuasive writing
- 9.2.5. Locate redundancies in written texts to clarify meaning
- 9.2.6. Demonstrate oral reading fluency
- 9.2.7. Access prior knowledge to interpret meaning

PURPOSES FOR READING

- 9.2.8. Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc.

LITERARY ELEMENTS AND TECHNIQUES

- 9.2.9. Identify character, setting, plot, stanza, act, scene, chapter, verse, article, fiction, nonfiction, point of view
- 9.2.10. Explain author's use of literary techniques and devices; i.e., mood, foreshadowing, flashbacks, dialogue, and poetic license
- 9.2.11. Identify universal themes
- 9.2.12. Explain ways in which the setting affects the development of a story
- 9.2.13. Analyze author's use of literary techniques and devices; i.e., foreshadowing and flashbacks

VOCABULARY

- 9.2.14. Use decoding/encoding, connotation, and denotation
- 9.2.15. Build vocabulary by reading a variety of grade-level texts and applying new vocabulary

Grade 10

LITERARY GENRES

See previous grade-level benchmarks and apply

Standard 2: Students engage in the reading process

BENCHMARK EXPECTATION

INFORMATIONAL GENRES

10.2.1. Summarize information from nonfiction genres

VOCABULARY

See previous grade-level benchmarks and apply

READING STRATEGIES FOR INTERPRETING MEANING OF TEXTS

10.2.2. Identify techniques used in persuasive writing; i.e., deductive reasoning and use of fact and opinion

PURPOSES FOR READING

10.2.3. Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc.

LITERARY ELEMENTS AND TECHNIQUES

10.2.4. Identify author's use of figurative language including allusion, imagery, and symbolism

10.2.5. Analyze literary elements; i.e., character, setting, plot, stanza, act, scene, chapter, verse, article, fiction, nonfiction, point of view

10.2.6. Analyze author's use of mood

10.2.7. Apply universal themes to real life situations

Grade 11

LITERARY GENRES

11.2.1. Identify characteristics of literary forms and genres; i.e., parody

11.2.2. Analyze religious writing, biographies, and political writings

INFORMATIONAL GENRES

11.2.3. Analyze details, facts, and concepts from nonfiction genres

READING STRATEGIES FOR INTERPRETING MEANING OF TEXTS

11.2.4. Identify techniques used in persuasive writing including inductive reasoning and propaganda

Standard 2: Students engage in the reading process

BENCHMARK EXPECTATION

11.2.5. Locate ambiguities in written texts

11.2.6. Apply prior knowledge

PURPOSES FOR READING

11.2.7. Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc.

LITERARY ELEMENTS AND TECHNIQUES

11.2.8. Analyze author's use of poetic license and dialogue

11.2.9. Evaluate literature based on social, cultural, and/or historical contexts

VOCABULARY

11.2.10. Use etymology to define words

Grade 12

LITERARY GENRES

12.2.1. Identify satire and allegory

INFORMATIONAL GENRES

12.2.2. Critique details, facts, and concepts from nonfiction genres

READING STRATEGIES FOR INTERPRETING MEANING OF TEXTS

12.2.3. Identify techniques used in persuasive writing such as fallacies of logic, faulty reasoning, and manipulative language

PURPOSES FOR READING

12.2.4. Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc.

LITERARY ELEMENTS AND TECHNIQUES

12.2.5. Interpret author's use of figurative language including allusion, imagery, and symbolism

12.2.6. Interpret author's use of syntax and word choice/diction

Standard 2: Students engage in the reading process

BENCHMARK EXPECTATION

12.2.7. Critique literary merit of a work of literature

VOCABULARY

12.2.8. Use technical language/jargon to decipher meaning

Standard 3: Students engage in the writing process

Standard 3: Students engage in the writing process

BENCHMARK EXPECTATION

Kindergarten

PREWRITING

- K.3.1. Identify audience and purposes for writing
- K.3.2. Discuss ideas drawn from personal experience
- K.3.3. Use developmentally appropriate tools for prewriting; e.g., ABC chart, word walls, environmental print

DRAFTING

- K.3.4. Write from left to right
- K.3.5. Write frequently
- K.3.6. Use consonant sounds at beginnings and ends of words
- K.3.7. Use some easy to hear vowels
- K.3.8. Begin to use spaces to separate words
- K.3.9. Incorporate grade-level appropriate vocabulary in writing
- K.3.10. Communicate meaning through drawing; e.g., setting, characters
- K.3.11. Match story with drawing
- K.3.12. Read their own writing

Standard 3: Students engage in the writing process

BENCHMARK EXPECTATION

PUBLICATION/PRESENTATION

K.3.13. Share published work with peers, teachers, and family members

Grade 1

PREWRITING

- 1.3.1. Recognize a variety of purposes for writing; i.e., inform, entertain
- 1.3.2. Discuss and organize ideas drawn from prior knowledge using lists and webs

DRAFTING

- 1.3.3. Write about familiar topics and ideas
- 1.3.4. Write frequently for a variety of purposes; e.g., lists, journals, personal narratives
- 1.3.5. Compose at least three sentences about a single idea
- 1.3.6. Produce an organized piece with a beginning, middle, and end
- 1.3.7. Include supporting details in written work
- 1.3.8. Select descriptive language to add interesting details to a story
- 1.3.9. Write known words fluently
- 1.3.10. Write left to right across more than one line
- 1.3.11. Consistently use spacing to separate words

REVISING

- 1.3.12. Reread written work to check for meaning
- 1.3.13. Reread written work to check for ideas, word choice, organization

Standard 3: Students engage in the writing process

BENCHMARK EXPECTATION

EDITING

- 1.3.14. Reread written work to check for spelling of known words
- 1.3.15. Reread written work to check for punctuation; e.g., periods, question marks, exclamation points
- 1.3.16. Choose grade-level appropriate tools for writing; i.e., dictionary, thesaurus, word wall, environmental print

PUBLICATION/PRESENTATION

- 1.3.17. Share published piece with peers, teachers, and family members

Grade 2

PREWRITING

- 2.3.1. Select a purpose for writing; i.e., inform, entertain, or persuade
- 2.3.2. Gather and organize ideas drawn from a variety of sources; e.g., prior knowledge, classroom/library references
- 2.3.3. Select a plan to organize thoughts before writing; e.g., webbing, listing, other grade appropriate graphic organizers
- 2.3.4. Use a specific genre to match the purpose; i.e., personal expository, narrative, informational, journal writing

DRAFTING

- 2.3.5. Spell many words conventionally
- 2.3.6. Incorporate vocabulary in writing
- 2.3.7. Work on writing over several days to produce longer, more complex texts containing at least three paragraphs
- 2.3.8. Identify and include the characteristics of different genres; i.e., personal narrative, expository, informational, journal writing, letter writing

REVISING

- 2.3.9. Check written work for meaning and syntax

Standard 3: Students engage in the writing process**BENCHMARK EXPECTATION**

2.3.10. Analyze written work for ideas, word choice, and organization

EDITING

2.3.11. Use proofreading marks to edit written work for conventions; i.e., punctuation, spelling, capitalization

2.3.12. Select grade appropriate tools for writing; i.e., dictionary, thesaurus, word wall, classroom/library texts

FINAL DRAFT

2.3.13. Compose written text that demonstrates understanding of purpose and audience

PUBLICATION/PRESENTATION

2.3.14. Evaluate writing process/product using a variety of assessment tools; e.g., checklist, rubric

2.3.15. Share final copy with peers, teachers, and/or family members

Grade 3**PREWRITING**

3.3.1. Select ideas and information to persuade, entertain, or inform using a specific genre of writing; i.e., narrative, personal persuasive, traditional tale, poetry

3.3.2. State and organize prior knowledge and experience to produce a written text; e.g., webbing, listing, gathering information, taking notes

DRAFTING

3.3.3. Use characteristics of different genres in writing; i.e. narrative, personal persuasive, traditional tales, poetry

3.3.4. Use a variety of sentence structures; i.e., simple and compound sentences

3.3.5. Organize and develop paragraphs with topic sentences, supporting details, indentation, punctuation, and capitalization

3.3.6. Incorporate vocabulary in writing

Standard 3: Students engage in the writing process

BENCHMARK EXPECTATION

REVISING

3.3.7. Review organization for elaboration, description, and syntax to improve the meaning and focus of a written text based on audience feedback

EDITING

3.3.8. Use proofreading marks to edit written text for capitalization, punctuation, spelling, sentence structure, grammar, and paragraph indentation

3.3.9. Use reference tools to edit writing; i.e., dictionary, thesaurus, word wall, classroom library, word processor

FINAL DRAFT

3.3.10. Compose written text that demonstrates understanding of purpose and audience using a specific genre of writing; i.e., narrative, personal persuasive, traditional tale, poetry

PUBLICATION/PRESENTATION

3.3.11. Evaluate writing process/product using a variety of assessment tools; e.g., checklist, rubric

3.3.12. Share final copy with peers, teachers, and/or family members

Grade 4

PREWRITING

4.3.1. Determine a message to inform, entertain, persuade a specific audience; i.e., factual and personal persuasive, informational, poetry, fantasy

4.3.2. Demonstrate planning ideas to organize thoughts before writing; e.g., webbing, listing, graphic organizers, taking notes

DRAFTING

4.3.3. Use characteristics of different genres of writing; i.e., factual and personal persuasive, informational, poetry, fantasy

4.3.4. Organize and develop ideas by writing at least three paragraphs with topic sentences and supporting details

4.3.5. Use indentation, capitalization, and punctuation to write a paragraph

4.3.6. Incorporate vocabulary in writing

Standard 3: Students engage in the writing process

BENCHMARK EXPECTATION

REVISING

- 4.3.7. Review and monitor a written piece for organization, elaboration, description, clarity, and syntax to improve fluency and meaning
- 4.3.8. Revise written text based on feedback from peer and/or teacher conferences

EDITING

- 4.3.9. Use proofreading marks to edit written text for capitalization, punctuation, spelling, sentence structure, paragraph indentation
- 4.3.10. Use reference tools to edit writing; i.e., dictionary, thesaurus, word wall, classroom library, and word processor

FINAL DRAFT

- 4.3.11. Compose written text that demonstrates understanding of purpose and audience using a specific genre of writing; i.e. fantasy, factual and personal persuasive, poetry, informational

PUBLICATION/PRESENTATION

- 4.3.12. Share final copy with peers, teachers, and/or family members
- 4.3.13. Evaluate writing process/product using a variety of assessment tools; e.g., checklist, rubric, conferences

Grade 5

PREWRITING

- 5.3.1. Plan writing for a specific audience and purpose to inform, entertain, or persuade; i.e., memoir, factual persuasive, poetry, narrative
- 5.3.2. Plan a written text using a variety of techniques; e.g., webbing, listing, graphic organizers, taking notes to develop a topic or purpose

DRAFTING

- 5.3.3. Compose writing that contains characteristics of a selected genre of writing; i.e., memoir, factual persuasive, poetry, narrative
- 5.3.4. Organize and develop paragraphs using topic sentences, additional details, and supporting details in writing at least five paragraphs
- 5.3.5. Use proper paragraph form that includes smooth transitions between paragraphs

Standard 3: Students engage in the writing process**BENCHMARK EXPECTATION**

5.3.6. Incorporate vocabulary in writing

REVISING

5.3.7. Review and monitor organization of a topic in a written piece for elaboration, description, clarity, and syntax

5.3.8. Utilize feedback and multiple drafts to clarify language and purpose of the written text

EDITING

5.3.9. Use proofreading marks to edit written text for capitalization, punctuation, spelling, sentence structure, grammar, paragraph indentation

5.3.10. Use reference tools for writing; e.g., dictionary, thesaurus, word wall, classroom library, and word processor

FINAL DRAFT

5.3.11. Compose written text that demonstrates understanding of purpose and audience using a specific genre of writing; i.e., memoir, factual persuasive, poetry, narrative

PUBLICATION/PRESENTATION

5.3.12. Share final copy with peers, teachers, and/or family members

5.3.13. Evaluate writing process using a variety of assessment tools; e.g., checklist, rubric, conferences

Grade 6**INFORMATIVE WRITING**

6.3.1. Produce informative writing; e.g., research-based report, instructions

NARRATIVE WRITING

6.3.2. Produce narrative writing; e.g., short story, descriptive, play, poetry

PERSUASIVE WRITING

6.3.3. Produce persuasive writing; e.g., opinion, essay, business letter

Standard 3: Students engage in the writing process

BENCHMARK EXPECTATION

PREWRITING

- 6.3.4. Use prewriting strategies; e.g., brainstorming, graphic organizers, outlining
- 6.3.5. Use strategies to write for different audiences and purposes

DRAFTING

- 6.3.6. Use prewriting strategies to create draft
- 6.3.7. Incorporate grade-level appropriate vocabulary in writing

REVISING AND EDITING

- 6.3.8. Use criteria to evaluate own and others' writing; e.g., stay on topic, organization, effective details, clarity of message, word choice, sentence fluency
- 6.3.9. Use feedback and multiple drafts to clarify language and intent
- 6.3.10. Edit for grammar, mechanics, usage, spelling

FINAL DRAFT

No new expectations at this level

PUBLICATION/PRESENTATION

- 6.3.11. Incorporate visual aids into written work

Grade 7

INFORMATIVE WRITING

- 7.3.1. Produce research-based writing; e.g., news article, book reports, essay

NARRATIVE WRITING

- 7.3.2. Produce narrative writing; e.g., short story, poetry, drama

Standard 3: Students engage in the writing process

BENCHMARK EXPECTATION

PERSUASIVE WRITING

7.3.3. Produce persuasive writing; e.g., business letter, essays, opinions

PREWRITING

7.3.4. Use strategies to write for different audiences and purposes; e.g., informative, narrative, persuasive

DRAFTING

7.3.5. Use prewriting strategies to create a draft emphasizing details

7.3.6. Incorporate grade-level appropriate vocabulary in writing

REVISING AND EDITING

7.3.7. Use criteria to evaluate own and others' writing

7.3.8. Use feedback and multiple drafts to revise text for specific purposes; e.g., clarity of ideas, organization, word choice, fluency

7.3.9. Edit for grammar, mechanics, usage, and spelling

FINAL DRAFT

No new expectations at this level

PUBLICATION/PRESENTATION

7.3.10. Incorporate visual aids in publications

Grade 8

INFORMATIVE WRITING

8.3.1. Compose informative writing; e.g., research, biographies, autobiographies, news articles, interviews

NARRATIVE WRITING

8.3.2. Write short stories that include story elements; e.g., dialogue, action, physical description, background description, character development

Standard 3: Students engage in the writing process

BENCHMARK EXPECTATION

PERSUASIVE WRITING

8.3.3. Produce persuasive writing; e.g., editorials, essays, business letters and opinions

PREWRITING

8.3.4. Use free writing and journal writing to develop ideas for writing topics

8.3.5. Use language and format appropriate for intended audience and purpose

DRAFTING

8.3.6. Use prewriting product to create a first draft emphasizing details and referencing sources

8.3.7. Incorporate grade-level appropriate vocabulary in writing

8.3.8. Use organizational patterns; e.g., introduction, body, conclusion, *or* exposition/body/resolution

REVISING AND EDITING

8.3.9. Use criteria to evaluate own and others' writing

8.3.10. Use feedback and multiple drafts to revise text for specific purposes; i.e., clarity of ideas, organization, word choice, and fluency

8.3.11. Edit for grammar, mechanics, usage, and spelling

FINAL DRAFT

No new expectations at this level

PUBLICATION/PRESENTATION

8.3.12. Incorporate a variety of visual aids in publications

8.3.13. Use computer technology to present written work

Standard 3: Students engage in the writing process

BENCHMARK EXPECTATION

Grade 9

INFORMATIVE WRITING

9.3.1. Write expository texts; e.g., essays, directions, and letters

LITERARY/NARRATIVE WRITING

9.3.2. Write descriptive and narrative compositions; e.g., journals, personal letters, biographies, short stories, autobiographical sketches, one-act plays, and poetry

PERSUASIVE WRITING

9.3.3. Develop a composition detailing an opinion

PREWRITING

9.3.4. Develop a focus for a composition; e.g., a theme or unifying idea

9.3.5. Organize the ideas and details of a composition according to purpose

DRAFTING

9.3.6. Elaborate ideas through word choice and descriptions using grade-level vocabulary

9.3.7. Organize and write compositions for self and family

9.3.8. Use supporting details

LITERARY ELEMENTS AND TECHNIQUES

9.3.9. Use techniques of characterization in compositions; e.g., description, dialogue, interior monologue

REVISING AND EDITING

9.3.10. Edit and revise compositions for proper mechanics and grammar, syntax, diction, and order

9.3.11. Arrange paragraphs in a logical progression

Standard 3: Students engage in the writing process

BENCHMARK EXPECTATION

PUBLISHING/ PRESENTATION

9.3.12. Use technology; e.g., publishing software and graphic programs, to present written work

Grade 10

INFORMATIVE WRITING

10.3.1. Write expository texts including research papers

LITERARY/NARRATIVE WRITING

See previous grade-level expectations and apply

PERSUASIVE WRITING

10.3.2. Defend a personal opinion using facts as support

PREWRITING

10.3.3. Use prewriting techniques to generate ideas

10.3.4. Organize the ideas and details of a composition according to purpose

DRAFTING

10.3.5. Elaborate ideas through word choice and description using grade-level vocabulary

10.3.6. Organize and write compositions for school and peers

10.3.7. Use a variety of supporting details

LITERARY ELEMENTS AND TECHNIQUES

10.3.8. Use language appropriate to the format of the composition

10.3.9. Use precise language to describe people, places, and things

10.3.10. Use a specific point of view in compositions

Standard 3: Students engage in the writing process

BENCHMARK EXPECTATION

REVISING AND EDITING

- 10.3.11. Edit and revise compositions with attention to content
- 10.3.12. Edit and revise compositions for consistent point of view
- 10.3.13. Use knowledge of sentence structure and sentence construction to edit and revise text
- 10.3.14. Use sentence reduction techniques to revise and edit compositions

PUBLISHING

See previous grade-level expectation and apply

Grade 11

INFORMATIVE WRITING

See previous grade-level expectation and apply

LITERARY/NARRATIVE WRITING

See previous grade-level expectation and apply

PERSUASIVE WRITING

- 11.3.1. Gather information supporting multiple sides of an issue

PREWRITING

- 11.3.2. Organize the ideas and details of a composition according to purpose

DRAFTING

- 11.3.3. Elaborate ideas through word choice and description using grade-level vocabulary
- 11.3.4. Organize and write compositions for town, city, and state
- 11.3.5. Use a variety of supporting details

Standard 3: Students engage in the writing process

BENCHMARK EXPECTATION

LITERARY ELEMENTS AND TECHNIQUES

11.3.6. Use figurative language in writing

REVISING AND EDITING

11.3.7. Edit and revise compositions for standard writing conventions and transitional devices

PUBLISHING

11.3.8. Incorporate visual aids; e.g., graphs, tables, and pictures, into written work to enhance meaning

Grade 12

INFORMATIVE WRITING

12.3.1. Write business or other formal documents, including resumes, scholarship letters, and letters of inquiry or complaint

LITERARY/NARRATIVE WRITING

See previous grade-level expectations and apply

PERSUASIVE WRITING

12.3.2. Write persuasive compositions, including structuring arguments logically, using rhetorical devices, defending positions with evidence, and addressing readers' concerns and biases; e.g., editorials, critical reviews

PREWRITING

12.3.3. Organize the ideas and details of a composition according to purpose

12.3.4. Use a variety of sources for supporting details

DRAFTING

12.3.5. Elaborate ideas through word choice and description using grade-level vocabulary

12.3.6. Organize and write compositions for nation and world

LITERARY ELEMENTS AND TECHNIQUES

12.3.7. Use techniques to convey an individual voice and style; e.g., tone, syntax, diction, figurative language

Standard 3: Students engage in the writing process

BENCHMARK EXPECTATION

REVISING AND EDITING

12.3.8. Edit and revise compositions for standard writing conventions and appropriate tone

12.3.9. Edit and revise compositions for unity, coherence, clarity, and fluency

12.3.10. Edit and revise compositions with an awareness of parallel structures and proper verb tense and agreement

12.3.11. Edit and revise compositions for the use of proper clausal and phrasal patterns

PUBLISHING

Continue previous expectations

Standard 4: Students engage in the speaking and listening process

Standard 4: Students engage in the speaking and listening process

BENCHMARK EXPECTATION

Kindergarten

VERBAL AND NONVERBAL COMMUNICATION

- K.4.1. Use developmentally appropriate speaking vocabulary including words that describe people, places, things, locations, and actions
- K.4.2. Actively listen to the speaker
- K.4.3. Follow one and two step directions

CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION

- K.4.4. Respond to peers in conversations
- K.4.5. Take turns speaking in conversations
- K.4.6. Formulate and respond appropriately to questions

Grade 1

VERBAL AND NONVERBAL COMMUNICATION

- 1.4.1. Use developmentally appropriate speaking vocabulary
- 1.4.2. Actively listen to the speaker
- 1.4.3. Follow two and three step directions

CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION

- 1.4.4. Stay on topic while speaking
- 1.4.5. Take turns speaking in conversation
- 1.4.6. Formulate and respond appropriately to questions

Standard 4: Students engage in the speaking and listening process**BENCHMARK EXPECTATION****Grade 2**

VERBAL AND NONVERBAL COMMUNICATION

- 2.4.1. Use grade-appropriate speaking vocabulary
- 2.4.2. Actively listen to the speaker
- 2.4.3. Follow multiple step directions

CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION

- 2.4.4. Take turns speaking in conversation
- 2.4.5. Stay on topic while speaking
- 2.4.6. Participate as an active listener and speaker in any group discussions

Grade 3

PLANNING FOR AN AUDIENCE/PURPOSE

- 3.4.1. Organize information and ideas for an oral presentation to inform, demonstrate, entertain, or persuade; i.e. narrative, personal persuasive, poetry
- 3.4.2. Develop a presentation to inform, demonstrate, entertain, or persuade; i.e., narrative, personal persuasive, poetry

VERBAL AND NONVERBAL COMMUNICATION

- 3.4.3. Use appropriate speaking vocabulary
- 3.4.4. Use pitch, volume, and tone appropriate to the speaking situation
- 3.4.5. Use nonverbal communication skills such as gestures and eye contact

CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION

- 3.4.6. Participate as an active listener and speaker in group discussions

Standard 4: Students engage in the speaking and listening process

BENCHMARK EXPECTATION

Grade 4

PLANNING FOR AN AUDIENCE/PURPOSE

- 4.4.1. Organize oral presentations to inform, demonstrate, entertain, or persuade from an organized plan; i.e., factual and personal persuasive, informational, poetry
- 4.4.2. Develop a presentation to inform, demonstrate, persuade, or entertain; i.e., factual and personal persuasive, informational, poetry

VERBAL AND NONVERBAL COMMUNICATION

- 4.4.3. Demonstrate appropriate speaking vocabulary
- 4.4.4. Use pitch, volume, and tone appropriate to the speaking situation
- 4.4.5. Use body language, such as posture or the use of gestures, as a form of communication

CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION

- 4.4.6. Participate as an active listener and speaker in group discussions

Grade 5

PLANNING FOR AN AUDIENCE/PURPOSE

- 5.4.1. Organize an oral presentation to inform, demonstrate, entertain, or persuade from an organized plan; i.e., memoir, factual persuasive, poetry, narrative
- 5.4.2. Make informative presentations that outline and explain the key ideas of the presentation
- 5.4.3. Use supporting materials for topic development; e.g., research, personal experience, literature, interview, fact and opinion

VERBAL AND NONVERBAL COMMUNICATION

- 5.4.4. Demonstrate appropriate speaking vocabulary
- 5.4.5. Use tone, emotion, verbal and nonverbal messages, and facts and opinions effectively in oral presentations
- 5.4.6. Speak with a purpose using delivery techniques appropriate for different audiences to inform, demonstrate, entertain, or persuade

Standard 4: Students engage in the speaking and listening process

BENCHMARK EXPECTATION

CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION

5.4.7. Participate as an active listener and speaker in group discussions

Grade 6

PLANNING FOR AN AUDIENCE/PURPOSE

6.4.1. Speak with a purpose using delivery techniques appropriate for different audiences to inform, demonstrate, entertain, or persuade

6.4.2. Use supporting materials for topic development; e.g., research, personal experience, literature, interview

6.4.3. Incorporate literature in presentations, such as book reports

CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION

6.4.4. Summarize key ideas of a speaker

VERBAL AND NONVERBAL COMMUNICATION

6.4.5. Use appropriate volume and eye contact when speaking

Grade 7

PLANNING FOR AN AUDIENCE/PURPOSE

7.4.1. Speak with a purpose using delivery techniques appropriate for different audiences to inform, demonstrate, entertain, or persuade

7.4.2. Use supporting materials for topic development; e.g., research, personal experience, literature, interview

CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION

7.4.3. Incorporate research into presentations

7.4.4. Construct questions in response to a speaker

7.4.5. Speak to entertain an audience; e.g., story telling

VERBAL AND NONVERBAL COMMUNICATION

7.4.6. Use volume, eye contact, rate, and pronunciation effectively in oral presentations

Standard 4: Students engage in the speaking and listening process

BENCHMARK EXPECTATION

Grade 8

PLANNING FOR AN AUDIENCE/PURPOSE

- 8.4.1. Speak with a purpose using delivery techniques appropriate for different audiences to inform, demonstrate, entertain, or persuade
- 8.4.2. Use supporting materials for topic development; e.g., research, personal experience, literature, interview

CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION

- 8.4.3. Speak for different purposes; e.g., group discussions, research presentations and demonstrations

VERBAL AND NONVERBAL COMMUNICATION

- 8.4.4. Use volume, eye contact, rate, pronunciation, and articulation effectively in oral presentations

Grade 9

PLANNING FOR AN AUDIENCE/PURPOSE

- 9.4.1. Analyze the audience and adjust message and wording to suit the purpose

VERBAL AND NONVERBAL COMMUNICATION

- 9.4.2. Use visual aids effectively in oral presentations
- 9.4.3. Use notes and manuscripts to make oral presentations

CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION

- 9.4.4. Engage in a group discussion
- 9.4.5. Use critical listening skills; i.e., reflection

Grade 10

PLANNING FOR AN AUDIENCE/PURPOSE

- 10.4.1. Analyze the audience and adjust message and wording to suit the purpose

Standard 4: Students engage in the speaking and listening process

BENCHMARK EXPECTATION

VERBAL AND NONVERBAL COMMUNICATION

10.4.2. Use appropriate body language in oral presentations

CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION

10.4.3. Formulate questions in response to a verbal message

Grade 11

PLANNING FOR AN AUDIENCE/PURPOSE

11.4.1. Analyze the audience and adjust message and wording to suit the purpose

VERBAL AND NONVERBAL COMMUNICATION

See previous grade-level expectations and apply

CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION

11.4.2. Adapt to a variety of speaking and listening situations such as formal presentations, oral interpretations, and group discussions

Grade 12

PLANNING FOR AN AUDIENCE/PURPOSE

12.4.1. Evaluate audience based on characteristics; i.e., religion, culture, gender

VERBAL AND NONVERBAL COMMUNICATION

12.4.2. Use tone, inflection, pitch, and emphasis effectively in oral presentations

CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION

12.4.3. Analyze the audience and adjust message and wording to suit the audience while speaking

12.4.4. Use critical listening responses such as refutation and commentary, to critique the accuracy of messages

12.4.5. Use oral composition techniques to perform speeches such as memorized speeches, impromptu and extemporaneous, persuasive/argumentative, and expository speeches

Standard 5: Students understand media

Standard 5: Students understand media

BENCHMARK EXPECTATION

Kindergarten

MEDIA GENRES

K.5.1. Identify existing and developing media; i.e., books, newspapers, television, and computer programs

Grade 1

MEDIA GENRES

1.5.1. Identify existing and developing media; i.e., radio, film and electronic sources

Grade 2

MEDIA GENRES

2.5.1. Identify existing and developing media

2.5.2. Use appropriate media genres for a variety of reading and writing purposes

2.5.3. Recognize the purposes of common types of media; e.g., books, magazines, newspapers, television, electronic sources

INTERPRETING MEDIA

2.5.4. Analyze the main idea and supporting details of a media message such as an advertisement

2.5.5. Describe the main characters, the setting, and the sequence of events in media content

Grade 3

MEDIA GENRES

3.5.1. Recognize existing and developing media

Standard 5: Students understand media

BENCHMARK EXPECTATION

3.5.2. Recognize characteristics of common types of media; e.g., books, magazines, newspapers, cartoons, radio, television, films, electronic sources

USING MEDIA FOR A PURPOSE

3.5.3. Construct different samples of media genres to inform and entertain an audience; i.e., posters, newsletters, brochures

3.5.4. Evaluate media products of peers and self using a rubric

INTERPRETING MEDIA

3.5.5. Describe elements in media to establish meaning; i.e., main idea, supporting details, fact and opinion

Grade 4

MEDIA GENRES

4.5.1. Recognize existing and developing media

4.5.2. Describe characteristics of common types of media; e.g., books, magazines, newspapers, cartoons, radio, television, films, electronic sources

USING MEDIA FOR A PURPOSE

4.5.3. Construct samples of different media genres to inform, entertain, advertise, or persuade an audience

4.5.4. Evaluate media products produced by peers or self

INTERPRETING MEDIA

4.5.5. Analyze media content for meaning; i.e., main idea, supporting details, fact and opinion, propaganda, and persuasion

4.5.6. Describe media production techniques and formats; e.g., images and symbols, basic propaganda and persuasion, poster, slide show, brochures, and newsletters

Standard 5: Students understand media

BENCHMARK EXPECTATION

Grade 5

MEDIA GENRES

- 5.5.1. Describe existing and developing media
- 5.5.2. Compare and contrast characteristics of common types of media; e.g., books, magazines, newspapers, cartoons, radio, television, films, electronic sources

USING MEDIA FOR A PURPOSE

- 5.5.3. Produce samples of different media genres to inform, entertain, advertise, or persuade; i.e., memoir, factual persuasive, poetry, narrative

INTERPRETING MEDIA

- 5.5.4. Evaluate media content meaning; i.e., important details, supporting details, propaganda and persuasion, sequence/timelines
- 5.5.5. Demonstrate media production techniques and formats; e.g., images and symbols, propaganda and persuasion, slide show, billboards, brochures, and newsletters

Grade 6

MEDIA GENRES

- 6.5.1. Identify existing and developing media

USING MEDIA FOR A PURPOSE

- 6.5.2. Use technology according to the district's appropriate use policy
- 6.5.3. Construct media messages; e.g., slide shows, brochures, newsletters, commercials, advertisements

INTERPRETING MEDIA

- 6.5.4. Identify the point of view of a media message
- 6.5.5. Identify bias in media messages
- 6.5.6. Define plagiarism and its consequences

Standard 5: Students understand media

BENCHMARK EXPECTATION

Grade 7

MEDIA GENRES

7.5.1. Identify existing and developing media

USING MEDIA FOR A PURPOSE

7.5.2. Construct media messages; e.g., slide shows, brochures, news articles, commercials, and advertisements

INTERPRETING MEDIA

7.5.3. Assess the relevancy and accuracy of information in media messages

7.5.4. Locate examples of freedom of expression in media messages

7.5.5. Define plagiarism and its consequences

Grade 8

MEDIA GENRES

8.5.1. Identify existing and developing media

USING MEDIA FOR A PURPOSE

8.5.2. Access media; e.g. television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals, for a variety of purposes

8.5.3. Construct media messages; e.g., editorials, news articles, commentaries, Web sites, commercials, and advertisements

INTERPRETING MEDIA

8.5.4. Describe the role of the media in influencing and shaping public opinion

8.5.5. Show how media messages influence people in various ways; e.g., comprehensiveness, appeal to emotions, attitudes and behaviors, authenticity, and stereotyping

8.5.6. Define plagiarism and its consequences

Standard 5: Students understand media

BENCHMARK EXPECTATION

8.5.7. Define copyright

Grade 9

MEDIA GENRES

9.5.1. Identify existing and developing media

USING MEDIA FOR A PURPOSE

9.5.2. Access media; e.g. television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals, for a variety of purposes

INTERPRETING MEDIA

9.5.3. Compare and contrast a written work and a media version

Grade 10

MEDIA GENRES

10.5.1. Identify existing and developing media

USING MEDIA FOR A PURPOSE

10.5.1. Use media; e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals, for a variety of purposes

INTERPRETING MEDIA

10.5.2. Evaluate the portrayal of ethnicity and lifestyles in media messages

10.5.3. Analyze media messages

Grade 11

MEDIA GENRES

11.5.1. Identify existing and developing media

Standard 5: Students understand media

BENCHMARK EXPECTATION

USING MEDIA FOR A PURPOSE

11.5.2. Incorporate media; e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals, for a variety of purposes

INTERPRETING MEDIA

11.5.3. Evaluate how coverage of the same events differs depending on the media type; i.e., radio, television, and newspaper report of the same product or situation

11.5.4. Evaluate the accuracy of details in media messages

11.5.5. Evaluate the impact of media messages on daily life and politics

Grade 12

MEDIA GENRES

12.5.1. Identify existing and developing media

USING MEDIA FOR A PURPOSE

12.5.2. Create a media project for a purpose

INTERPRETING MEDIA

12.5.3. Evaluate instances of gender equity and political correctness in media messages

12.5.4. Evaluate media messages in their historical and/or cultural contexts and intended audience

12.5.5. Examine media techniques such as music and sound, camera angles, lighting, and aesthetic effects

Standard 6: Students understand and use principles of language

Standard 6: Students understand and use principles of language

BENCHMARK EXPECTATION

Kindergarten

LANGUAGE CONVENTIONS/MECHANICS

- K.6.1. Use sentences to convey a message
- K.6.2. Use conventions of punctuation; i.e., period
- K.6.3. Use pre-phonetic knowledge, letter sounds, knowledge of letter names and commonly used words to spell independently

Grade 1

LANGUAGE CONVENTIONS/MECHANICS

- 1.6.1. Use sentences to convey a message
- 1.6.2. Use developmentally appropriate parts of speech; i.e., proper and common nouns, singular and plural nouns and pronouns, verbs
- 1.6.3. Use developmentally appropriate capitalization; i.e., proper nouns, beginning of sentences, titles
- 1.6.4. Use developmentally appropriate conventions of punctuation; i.e., period, comma, question mark, exclamation marks
- 1.6.5. Use developmentally appropriate principles of spelling; i.e., inventive spelling, commonly used words in writing

Grade 2

LANGUAGE CONVENTIONS/MECHANICS

- 2.6.1. Use sentences to convey a message
- 2.6.2. Use grade-appropriate parts of speech; i.e., proper and common nouns, pronouns, verbs, adjectives, adverbs
- 2.6.3. Recognize the subject and predicate of a sentence

Standard 6: Students understand and use principles of language

BENCHMARK EXPECTATION

- 2.6.4. Use grade-appropriate capitalization; i.e., proper nouns, beginning of sentences, titles
- 2.6.5. Use grade-appropriate conventions of punctuation; i.e., period, question mark, exclamation marks, commas, quotation marks
- 2.6.6. Use principles of spelling

Grade 3

LANGUAGE CONVENTIONS/MECHANICS

- 3.6.1. Use parts of speech; i.e., noun, verb, pronoun, adjective, adverb, prepositions, and conjunctions
- 3.6.2. Use subjects and predicates in simple and compound sentences
- 3.6.3. Use verb tenses; i.e., past, present, future
- 3.6.4. Use capitalization; e.g., proper nouns, titles of books, magazines
- 3.6.5. Use conventions of punctuation; i.e., ending punctuation, commas - in a series, with a conjunction, dates, city and state, greeting and closing of a letter, direct quotations, and titles of books
- 3.6.6. Use principles of spelling; e.g., double final consonant following short vowel, contractions, homophones

FIGURATIVE LANGUAGE

- 3.6.7. Use and interpret similes, metaphors, onomatopoeia and alliteration in oral and written messages

Grade 4

LANGUAGE CONVENTIONS/MECHANICS

- 4.6.1. Use parts of speech; i.e., regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions
- 4.6.2. Use subjects and predicates in simple and compound sentences
- 4.6.3. Use appropriate verb tenses

Standard 6: Students understand and use principles of language

BENCHMARK EXPECTATION

- 4.6.4. Use capitalization; e.g., proper nouns, titles of books, magazines, newspapers, musical compositions
- 4.6.5. Use conventions of punctuation; i.e., ending punctuation, commas – with a conjunction and contractions, apostrophes in the possessive, underlining, quotation marks, italics for titles of documents, parentheses
- 4.6.6. Use principles of spelling; e.g., double final consonant following short vowel, roots, suffixes, prefixes

FIGURATIVE LANGUAGE

- 4.6.7. Use and interpret the meaning of similes, metaphors, alliteration, onomatopoeia, and idioms

Grade 5

CONVENTIONS/MECHANICS

- 5.6.1. Use parts of speech; i.e., noun, verb, adjective, adverb, prepositions, conjunctions, and interjections
- 5.6.2. Use subjects and predicates in simple, compound, and complex sentences
- 5.6.3. Use conventions of grammar related to parts of speech, including verb tenses, modifiers, and pronouns
- 5.6.4. Use capitalization; e.g., proper nouns, titles of books, magazines, special events, the first word in quotations when appropriate
- 5.6.5. Use conventions of punctuation; i.e., ending punctuation, apostrophes in the possessive case, colon to introduce a list, use of semicolons to connect independent clauses
- 5.6.6. Use principles of spelling; e.g., double final consonant following short vowel, Greek/Latin roots

FIGURATIVE LANGUAGE

- 5.6.7. Use and interpret similes, metaphors, alliterations, idioms, onomatopoeia, and personification

Standard 6: Students understand and use principles of language**BENCHMARK EXPECTATION****Grade 6**

LANGUAGE CONVENTIONS/MECHANICS

- 6.6.1. Use grade-appropriate conventions of sentence structure; i.e., simple, compound sentences, fragments, run-ons and declarative, interrogative, imperative, exclamatory
- 6.6.2. Use grade-appropriate conventions of grammar; i.e., eight parts of speech and simple and perfect tense
- 6.6.3. Use grade-appropriate mechanics and usage; i.e., capitalization: I, proper nouns, proper adjectives, and in sentences; punctuation: end marks, quotation marks in dialogue, comma in a compound sentence, items in series, apostrophe; usage: homonyms, spelling strategies for grade appropriate conventions of spelling

FIGURATIVE LANGUAGE

- 6.6.4. Identify and use similes, metaphors, idioms, alliteration, personification, and onomatopoeia

Grade 7

LANGUAGE CONVENTIONS/MECHANICS

- 7.6.1. Use grade-appropriate conventions of grammar; i.e., capitalization: dialogue, title of people and things; punctuation: commas, quotation marks, apostrophes, colons/business letters and in time, underlining/italicizing; usage: double negatives
- 7.6.2. Use sentence structure; i.e., simple, compound, complex
- 7.6.3. Use grade-appropriate mechanics and usage; i.e., capitalization

LITERARY ELEMENTS AND TECHNIQUES

- 7.6.4. Use figurative language; i.e., simile, metaphor, alliteration, personification, onomatopoeia, and hyperbole

Grade 8

LANGUAGE CONVENTIONS/MECHANICS

- 8.6.1. Use varied sentence structure; i.e., simple, compound, complex, and inverted order

Standard 6: Students understand and use principles of language**BENCHMARK EXPECTATION**

8.6.2. Use conventions of grammar related to parts of speech; i.e., verbs progressive tense, complements

8.6.3. Use grade-appropriate mechanics and usage; i.e., capitalization: publications and in letters; punctuation: commas, semi colons, colons, quotations marks, underlining, hyphens, apostrophes; usage: misplaced modifiers

LANGUAGE CONTEXT

8.6.4. Identify social differences in language; e.g., the use of slang, cliché, formal and informal styles

8.6.5. Identify cultural and regional differences in language use; e.g., different dialects and language diversity

8.6.6. Locate examples of professional uses of language including jargon and formal styles

LITERARY ELEMENTS AND TECHNIQUES

8.6.7. Use figurative language including simile, metaphor, alliteration, personification, onomatopoeia, hyperbole, and point of view

Grade 9**LANGUAGE CONVENTIONS/MECHANICS**

9.6.1. Identify conventions of grammar related to sentence structure; i.e., sentence reduction, parallel structure, elliptical clauses, conjunctions, and clausal and phrasal patterns

9.6.2. Use conventions of grammar related to parts of speech; i.e., verb tense and agreement

9.6.3. Use conventions of punctuation

LITERARY ELEMENTS AND TECHNIQUES

9.6.4. Identify idiomatic language and figurative language; i.e., allusion, analogy, hyperbole, irony, personification, oxymoron, and paradox

9.6.5. Identify the use of sound patterns in language; i.e., alliteration, assonance, and consonance

9.6.6. Interpret symbolism

Standard 6: Students understand and use principles of language

BENCHMARK EXPECTATION

LANGUAGE CONTEXT

- 9.6.7. Locate cultural differences in language; i.e., colloquialisms, regional and ethnic dialects, and indigenous vocabulary
- 9.6.8. Identify gender perspectives in language; i.e., biased language

Grade 10

LANGUAGE CONVENTIONS/MECHANICS

- 10.6.1. Use conventions of grammar related to sentence structure; i.e., sentence reduction, parallel structure, elliptical clauses, conjunctions, and clausal and phrasal patterns

LITERARY ELEMENTS AND TECHNIQUES

- 10.6.2. Analyze figurative language; i.e., allusion, analogy, hyperbole, irony, personification, oxymoron, and paradox
- 10.6.3. Interpret the use of sound patterns in language; i.e., alliteration, assonance, and consonance

LANGUAGE CONTEXT

- 10.6.4. Critique cultural differences in language; e.g., colloquialisms, regional and ethnic dialects, and indigenous vocabulary
- 10.6.5. Critique gender perspectives in language; i.e., biased language

Grade 11

LANGUAGE CONVENTIONS/MECHANICS

- 11.6.1. Use conventions of grammar, usage, and punctuation to edit and revise

LITERARY ELEMENTS AND TECHNIQUES

- 11.6.2. Apply the use of sound patterns in language; i.e., alliteration, assonance, and consonance
- 11.6.3. Recognize the use of language in different literary forms; i.e., satire and parody

LANGUAGE CONTEXT

- 11.6.4. Recognize charged language

Standard 6: Students understand and use principles of language

BENCHMARK EXPECTATION

Grade 12

LANGUAGE CONVENTIONS/MECHANICS

12.6.1. Use conventions of grammar, usage, and punctuation to edit and revise

LITERARY ELEMENTS AND TECHNIQUES

12.6.2. Apply figurative language; i.e., allusion, analogy, hyperbole, irony, personification, oxymoron, and paradox

12.6.3. Interpret the use of language in different literary forms; i.e., satire and parody

12.6.4. Recognize allegory

LANGUAGE CONTEXT

See previous grade-level expectations and apply