

# **North Dakota Standards and Benchmarks**

## **Content Standards**

### ***English Language Arts Curriculum Framework***

**1996**

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This project was made possible through the U.S. Department of Education Secretary's Fund of Innovation, Award #R215G30039, and U.S. Department of Education Title I Program Improvement Grant, CFDA 84.218A.

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# **Table of Contents**

Preface

Basic Assumptions

Definitions

Purpose

North Dakota English Language Arts Content Standards

North Dakota English Language Arts Content Standards and Benchmark

Summary of Standards and Benchmarks

North Dakota English Language Arts Committee

History of the North Dakota English Language Arts Project

Appendix A

Selected List of works Consulted

## Preface

The North Dakota Collaborative Project for the Improvement of English Education is a three-year project funded by a grant from the U.S. Department of Education. The project goal is to improve student achievement in the English language arts by engaging students in challenging literacy standards. The three components of the project include the (1) development of English language arts content standards; (2) piloting of a staff development model; and (3) development of model guidelines for teacher preparation programs and teacher certification/recertification standards. This document addresses Part 1 of the grant content standards and benchmarks for the English Language Arts.

The original Curriculum Framework Writing Committee (1994) and the Revision Committee (1996) represent a broad range of elementary, middle and secondary teachers: rural/urban, public/nonpublic, small/large, Native American, and Title 1. These committees spent many hours gaining background knowledge in the nature and character of content standards, and these committees built consensus and reached agreement as to what students should know about and do with standard American English. The consensus was derived from (1) current research; (2) the draft standards of the National Council of Teachers of English and the International Reading Association; (3) the *North Dakota Curriculum Frameworks: Volume 1* (1993); (4) field testing the *North Dakota English Language Arts Curriculum Framework: Standards and Benchmarks* (1994) and (5) the comments received from a statewide call for revision to the documents.

The writers of this revised edition of the *North Dakota English Language Arts Curriculum Frame: Standards and Benchmark* (1996) were guided, as was the original writing committee, by a set of principles which would produce a standards document that (1) states “big ideas” (content), (2) is benchmarked, (3) is limited to a teachable/learnable number of standards, (4) is easy to use, (5) is relevant to today’s world, and (6) is linked to performance requirements in North Dakota Schools.

As stated in the first edition, the North Dakota Language Arts Committee believes that the North Dakota English Language Arts content standards will help prepare North Dakota students for the evolving complexities of work and social life.

The committee members continue to receive from their colleagues and administrators many positive comments regarding the document. Further, the leadership of the North Dakota Council of Teachers of English, the North Dakota Reading Association, the North Dakota Speech and Theater Association, and the North Dakota Association for Education of Young Children provided critical support and advocacy for the project.

The committee chose the format of this document with the hope that North Dakota parents, teachers, and education leaders will find it useful in the education of North Dakota’s youth.

Clarence A. Bina, Project Director

## Basic Assumptions

1. The standards that are identified represent literacy standards – the fundamental knowledge and skills that all educated, literate people should have and be able to use..
2. The standards are content standards identifying what students should understand and be able to do in English Language Arts.
3. The North Dakota Curriculum Frameworks: Volume I (1993) identifies as one of six graduation outcomes for students the use of complex reasoning processes. This 1996 standards and benchmarks document is guided by the assumption that complex reasoning standards, which permeate all disciplines, will be determined at the local level.
4. Benchmarks are identified for each standard and represent development levels at the 4<sup>th</sup>, 8<sup>th</sup>, and 12<sup>th</sup> grades.
5. The standards and benchmarks are followed by examples of specific knowledge and performance activities that support them. That is, these examples are meant to be suggested illustrations to help teachers in their understanding of the standards and benchmarks. THESE ACTIVITIES ARE NOT MANDATES.
6. Classroom implementation should reflect not only the content of standards and benchmarks but also the best instructional practices and research.
7. The standards and benchmarks are designated by numbers. This does not assume a scope or sequence, but rather the number is for ease in referencing this document.

## **Definitions**

### **Curriculum Framework**

State curriculum frameworks serve as a bridge between the content standards and the classroom by providing for the content of the curriculum and how that content should be organized and presented.

### **Standard**

A description of what students should know and be able to do. Literacy Standard  
The fundamental knowledge and skills that all educated, literate people should have and be able to use.

### **Content Standard**

A description of what students should know and be able to do within a particular discipline or content domain.

### **Benchmark**

A translation of a standard into what the students should understand and be able to do at developmentally appropriate levels (grades 4,8, and 12).

### **Performance Activity**

An activity that allows students to demonstrate knowledge of the standard.

## **Purpose**

The writers of this document feel it is important to emphasize three points:

1. These standards are designed to be a framework to assist teachers and school districts when planning language curriculum. We hope this document will be used as a general guideline in the English language arts classroom and will be extended by the teacher through innovation and creativity.
2. For purposes of discussion and assessment, we have designed various distinct standards within the language arts curriculum. We assume that reading, writing, speaking, and listening will be integrated in all classrooms.
3. We recognize that many North Dakota English Language Arts teachers are already teaching toward these standards and benchmarks.

English language arts-reading, writing, speaking, and listening-is fundamental in constructing knowledge in all academic disciplines, succeeding in the world of work, and making sense of everyday life. With the help of innovative and creative teachers, these standards can help students adapt to the continually changing world of communication.

The Revision Committee

## **North Dakota English Language Arts Content Standards**

**Standard 1: Students gather and organize information.**

**Standard 2: Students engage in the reading process.**

**Standard 3: Students comprehend literature.**

**Standard 4: Students engage in the writing process.**

**Standard 5: Students write for a variety of purposes and audiences.**

**Standard 6: Students engage in speaking and listening processes.**

**Standard 7: Students understand and use principles of language.**

## **Standard 1**

*Students gather and organize information.*

### **Benchmark 4**

- 1.4.1 Understand main idea and supporting details
- 1.4.2 Use simple organizational strategies
- 1.4.3 Use appropriate reference tools
- 1.4.4 Use vocabulary knowledge to gather information.

### **Benchmark 8**

- 1.8.1 Provide accurate summaries using story elements.
- 1.8.2 Use context clues to determine meaning
- 1.8.3 Use a variety of organizational strategies
- 1.8.4 Use appropriate reference tools and available technology to support learning
- 1.8.5 Use new vocabulary from reading and listening

### **Benchmark 12**

- 1.12.1 Analyze information for relevance, reliability, and validity
- 1.12.2 Use complex structures to organize and analyze information
- 1.12.3 Use cross-referencing while gathering information

## Standard 1

*Students gather and organize information.*

### **Benchmark 4**

- 1.4.1 Understand main idea and supporting details
- 1.4.2 Use simple organizational strategies
- 1.4.3 Use appropriate reference tools
- 1.4.4 Use vocabulary knowledge to gather information

### **Examples of specific knowledge that support the standard and benchmarks**

- Main idea, supporting details
- Sequence patterns, lists, problem/solution patterns, story maps, introduction, body, beginning/middle/end, conclusions, story frames.
- Technology, glossary, dictionary, globe, encyclopedia, thesaurus, atlas, magazine, card catalogue, table of contents, alphabetical order, guide words, charts, graphics
- Root word, prefixes, suffixes, compound words, multiple meanings, key words, antonyms, synonyms

### **Examples of performance activities that support the standard and benchmarks**

- **ACTIVITY #1**  
Have students use a variety of reference tools to research the history of a particular era. Using information gathered from the various reference materials, create a time line depicting the main events.
- **ACTIVITY #2**  
Have students identify and interview individuals in the community. Have students report to the class the information they gathered from their interviews.
- **ACTIVITY #3**  
Have students gather information about an animal they would like to know more about. Have them organize information about size, food, habitat, etc. using a model, graph or chart.

## Standard 1

*Students gather and organize information.*

### **Benchmark 8**

- 1.8.1 Provide accurate summaries using story elements
- 1.8.2 Use context clues to determine meaning
- 1.8.3 Use a variety of organizational strategies
- 1.8.4 Use appropriate reference tools and available technology to support learning
- 1.8.5 Use new vocabulary from reading and listening

### **Examples of specific knowledge that support the standard and benchmarks**

- Summarizing, main character, supporting characteristics, mood, tone, internal/external conflict, foreshadowing, turning point, suspense, subplots, climax
- Denotation, connotation, standard/non-standard English, inferential meaning, dialect, homophones, homographs
- Cause/effect patterns, Venn Diagrams\*, time lines, generalization patterns, outline forms, t-notes, paraphrasing, flash cards, study charts, flow charts, note-taking
- Dictionaries, CD ROM's graphic aids, laser discs, Reader's Guide, Dewey Decimal System
- Word clusters, multiple meanings

### **Examples of performance activities that support the standard benchmarks**

- **ACTIVITY #1**  
In small groups, have students summarize a particular novel using the story elements as the basis of their summaries. Then have students compare and contrast the story elements of that novel with a movie version of the same, using a Venn Diagram to depict the similarities and differences.
- **ACTIVITY #2**  
Have students determine a topic on which they would like to write. Have them gather background knowledge using a variety of reference materials. As a class, record the various reference materials used and have students classify them according to specific criteria decided upon by the class. Record what students learned about reference materials as a result of their classifying.
- **ACTIVITY #3**  
Using a novel they are presently reading, have students identify three unfamiliar words they have encountered. Working with a partner, have them identify any phrases or words surrounding the unknown words that would give them a clue as to what the unknown words mean. Have them make guesses as to what the words mean and confirm or disconfirm their guesses through the use of a dictionary, glossary, thesaurus or expert. In small groups have students share which context clues were most useful in trying to figure out the meaning of the words and why they were most useful.
- **ACTIVITY #4**  
Model for students several graphic organizers that could be used for pre-writing, such as mapping, clustering, and listing. Have students select one and use it as they prepare to write a story. When they have completed their first draft, have them verbalize in small groups how their graphic organizer affected their writing.

*\*Venn Diagram-A pictorial way of representing relationships between sets.*

## Standard 1

*Students gather and organize information.*

### **Benchmark 12**

- 1.12.1 Analyze information for relevance, reliability, and validity
- 1.12.2 Use complex structures to organize and analyze information
- 1.12.3 Use cross-referencing while gathering information

### **Examples of specific knowledge that support the standard and benchmarks**

- Clarity, relevance, thesis, and supporting material
- Internal summaries, transitions, hierarchical relationships, precis, thesis statements, tree diagrams, cluster maps
- Library reference materials, authoritative sources, surveys, triangulation of sources

### **Examples of performance activities that support the standard and benchmarks**

- **ACTIVITY #1**  
Having completed reading a persuasive essay, have students organize the essay showing the hierarchical relationship of the arguments along with their support. Then have them select the two strongest arguments and orally counter-argue them. Have them share with the class the organizing structure they used for their counter arguments.
- **ACTIVITY #2**  
Have students convince their peers in an oral presentation that an authoritative source they wish to use for a research paper is an expert. Have students provide support their position.
- **ACTIVITY #3**  
Have students prepare a research paper, keeping a record of the sources they are using. Have students create a graphic organizer to depict any cross referencing they have engaged in while preparing their paper that helps validate the information they are using. In small groups, have students share how cross referencing their sources affected their research paper.

## **Standard 2**

*Students engage in the reading process.*

### **Benchmark 4**

- 2.4.1 Use strategies for activating prior knowledge to comprehend text
- 2.4.2 Make and confirm predictions to enhance understanding
- 2.4.3 Determine a specific purpose for reading
- 2.4.4 Seek help to understand information
- 2.4.5 Use a variety of clues to determine the meaning of words
- 2.4.6 Use mental pictures to help increase understanding

### **Benchmark 8**

- 2.8.1 Read a variety of materials
- 2.8.2 Organize prior knowledge of a topic before reading
- 2.8.3 Make and confirm/disconfirm complex predictions to increase understanding
- 2.8.4 Independently set a purpose for reading
- 2.8.5 Use strategies for clarification

### **Benchmark 12**

- 2.12.1 Construct meaning while reading and adjust for understanding
- 2.12.2 Read a variety of texts

Reflect on what has been learned from reading and recognize underlying meaning

## Standard 2

*Students engage in the reading process.*

### **Benchmark 4**

- 2.4.1 Use strategies for activating prior knowledge to comprehend text
- 2.4.2 Make and confirm predictions to enhance understanding
- 2.4.3 Determine a specific purpose for reading
- 2.4.4 Seek help to understand information
- 2.4.5 Use a variety of clues to determine the meaning of words
- 2.4.6 Use mental pictures to help increase understanding

### **Examples of specific knowledge that support the standard and benchmarks**

- Brainstorming, clustering, activating prior knowledge, semantic mapping, KWL (See Activity 4 below)
- Predicting before reading, setting a purpose, previewing a text, skimming, selecting a book
- Questioning before, during and after reading; then confirming, disconfirming
- Conferencing, learning logs, self-monitoring, discussions, retelling, assisted reading, paired reading, collaborative learning
- Context clues, illustrations, root words, affixes
- Poetic images, figurative languages

### **Examples of performance activities that support the standard and benchmarks**

- **ACTIVITY #1**  
At the beginning of a language arts unit, construct a KWL chart with students. Have them identify what they already Know (K) about the particular topic of the unit and what they Would like (W) to know. Use this information to help make decisions as to what will be taught in the unit. At the conclusion of the unit, have students give responses as to what they have Learned (L). They may even lead to a discussion about questions they still have about the topic.
- **ACTIVITY #2**  
Before students read a book they have selected, have them share in small groups why they selected their book. Have them predict for their group what their story might be about and record their predictions. After reading their books, have students return to their small groups and determine the extent to which their stories actually matched their predictions. Have each small group report to the entire class as to how predicting helped them prepare for reading.
- **ACTIVITY #3**  
Have students select a partner and choose a book they can read out loud to each other. After they read, have partners discuss part of the story to clarify meaning.
- **ACTIVITY #4**  
Select a book that would be appropriate to read aloud to students. Model for them how to peruse the book in order to get a sense of what the book is about. As a class, determine what questions students might have as a result of perusing the book. Record these questions on a chart and monitor whether or not the questions are answered as students read the book. Allow students to add any new questions to the chart that arise during the reading of the book.

## Standard 2

*Students engage in the reading process.*

### **Benchmark 8**

- 2.8.1 Read a variety of materials
- 2.8.2 Organize prior knowledge of a topic before reading
- 2.8.3 Make and confirm/disconfirm complex predictions to increase understanding
- 2.8.4 Independently set a purpose for reading
- 2.8.5 Generate questions while reading
- 2.8.6 Use strategies for clarification

### **Examples of specific knowledge that support the standard and benchmarks**

- Story maps, beginning/middle/end, brainstorming, story frames, graphic organizers, outline forms
- Predicting, confirming, disconfirming
- Reading strategies (e.g., SQRRR\* strategy, reciprocal teaching, QAR\*\* strategy, using who, what, when and where)
- Paraphrasing, highlighting, debating
- Reading rate, re-reading, reading on, abandoning, skimming, skipping

### **Examples of performance activities that support the standard and benchmarks**

- **ACTIVITY #1**  
Before students read their mystery stories, have them peruse the book they have selected to get a sense of what their mystery might be about. Ask them to depict what they already know about mysteries through the use of a graphic organizer. As they read their mystery, have them revisit their graphic organizer several times and change or refine it to depict their changing knowledge. In small groups, have them share how prior knowledge aided them in their comprehension.
- **ACTIVITY #2**  
As students read a particular book, have them keep a journal of the questions that come to their minds before they begin reading, while they are reading, and after they have completed reading. Have them share with a partner how these questions made a difference in their reading.
- **ACTIVITY #3**  
In small groups, introduce a difficult reading passage. Have students create a poster which depicts strategies that they use to help them clear up confusion while they are reading.
- **ACTIVITY #4**  
Have students select a partner and choose a book that they will read together. As them to use a combination of methods for reading the book, such as reading aloud to each other and reading silently. Have them monitor their comprehension along the way by taking turns summarizing what they each have read. Encourage them to have conversations as to which parts were confusing to them. As a class, discuss how summarizing affects their comprehension.
- **ACTIVITY #5**  
Have students read the instruction manual for programming a VCR. Then paraphrase the instructions to a partner.

\*SQRRR strategy-Survey, Questions, Read, Recite, Review

\*\*QAR strategy-Question, Answer, Relationship

## Standard 2

*Students engage in the reading process.*

### **Benchmark 12**

- 2.12.1 Construct meaning while reading and adjust for understanding
- 2.12.2 Read a variety of texts
- 2.12.3 Questions text
- 2.12.4 Reflect on what has been learned from reading and recognize underlying meaning

### **Examples of specific knowledge that support the standard and benchmarks**

- Prior knowledge, reading strategies (e.g., KWL, QAR, SQRRR, reciprocal teaching)
- Propaganda, poetic license, bias, fallacies, redundancy, triangulation of sources, evasion of issues, false analogies, misused evidence, ambiguity, manipulative language, jargon, cliches
- Think aloud, learning journals, conversations, conferences

### **Examples of performance activities that support the standard and benchmarks**

- **ACTIVITY #1**  
While reading a passage, have students consciously engage their senses of sight, sound, and smell to generate mental pictures while reading. Have them share in small groups how this affected their ability to make sense of the text. Over a period of time, have them continue to practice this, recording their thoughts and experiences in a journal.
- **ACTIVITY #2**  
Have students find examples of advertisements in newspapers or magazines which contain propaganda, faulty reasoning, misused evidence, or cliches. Using these examples, have students create a survey to gather information as to how other students view the information and the overall effect the information has on them as consumers. Have students write a letter to the editor of the magazine or newspaper explaining why they are for or against the use of these elements in advertising and why the paper or magazine should or should not allow these advertising strategies. The letter should include evidence collected from the survey. Have students share their letters as well as their pre-writing strategies.
- **ACTIVITY #3**  
Have students construct a paper that identifies the underlying theme(s) in a soliloquy or famous speech from one of Shakespeare's works and tell how the theme(s) follow the same general pattern as a modern soliloquy or famous speech.
- **ACTIVITY #4**  
Have students read and follow directions for a home improvement project. Then prepare a multimedia presentation for the class.

### **Standard 3**

*Students comprehend literature.*

#### **Benchmark 4**

- 3.4.1. Make connections between personal experiences and specific incidents in a text
- 3.4.2. Make connections among works of literature
- 3.4.4. Understand the characteristics of various simple genres

#### **Benchmark 8**

- 3.8.1 Understand that events and themes in literature parallel and often impact events in their lives
- 3.8.2 Use specific aspects of literature to better understand their own and/or others' thoughts and actions
- 3.8.3 Understand that a single text may elicit a wide variety of responses
- 3.8.4 Understand the characteristics of a wide variety of genres

#### **Benchmark 12**

- 3.12.1 Analyze how literature reflects its culture and historical period
- 3.12.2 Understand that the reader interacts with the text

Understand how genre characteristics affect a given text

### Standard 3

*Students comprehend literature.*

#### **Benchmark 4**

- 3.4.1 Make connections between personal experiences and specific incidents in a text
- 3.4.2 Understand the story elements
- 3.4.3 Make connections among works of literature
- 3.4.4 Understand the characteristics of various simple genres

#### **Examples of specific knowledge that support the standard and benchmarks**

- Personal experience, prior knowledge, themes in literature
- Character, setting, conflict, plot, theme
- Caldecott and Newbery books, author studies, genre, diverse cultures
- Fiction, non-fiction, fantasy, fairy tales, poetry, plays, fables, folktales, rebus stories, wordless books, predictable books, counting books, animal stories.

#### **Examples of performance activities that support the standard and benchmarks**

- **ACTIVITY #1**  
While reading a book, have students select passages from the book which remind them of, or have a special relationship to, something from their own lives. Have them draw pictures depicting these events and share them in a small group. Then, as a class, record student responses as to why they think that connecting personal experiences to what they are reading might be important in helping them become more effective readers.
- **ACTIVITY #2**  
Have students choose and dress as their favorite character from a book they have just read. Have them give an oral report that includes a description of the setting of the story, the basic plot involved and any themes they recognized while reading. When students have completed their oral reports, have them choose a partner and compare and contrast the setting, plot, and themes in their stories.
- **ACTIVITY #3**  
Having read aloud a story to students, have them share with the class which part of the story reminded them of an experience. Encourage students to have a conversation as to how they think authors get ideas for their stories.
- **ACTIVITY #4**  
Provide students with a variety of books written by the same author. Have them select one of the books to read. After the students have completed their reading, ask them to form groups of three (each of them having read a different book) and try to determine characteristics that might be similar in all of the books. Have them come to some conclusions about the author based on these similar characteristics. Record each group's conclusions on a chart.
- **ACTIVITY #5**  
Present students with an example of a tall tale, pointing out that tall tales all have similar characteristics. After discussing these characteristics, have students individually write a tall tale, which contains the characteristics identified. In small groups, have them defend why their story would be considered a tall tale.

### Standard 3

*Students comprehend literature.*

#### **Benchmark 8**

- 3.8.1 Understand that events and themes in literature parallel and often impact events in their lives
- 3.8.2 Use specific aspects of literature to better understand their own and/or others' thoughts and actions
- 3.8.3 Understand that a single text may elicit a wide variety of responses
- 3.8.4 Understand the characteristics of a wide variety of genres

#### **Examples of specific knowledge that support the standard and benchmarks**

- Repetition of patterns in literature and in life (e.g., coming of age, rites of passage, birth, spring)
- Point of view, satire, irony, rising action, theme, resolution, plot, author's meaning, mood, tone
- Diversity of response
- Short stories, mysteries, poetry, drama, legends, biographies, autobiographies, historical fiction, science fiction, adventure myths, informational articles.

#### **Examples of performance activities that support the standard and benchmarks**

- **ACTIVITY #1**  
Have students keep a double-entry diary while reading. Have them identify on the left side of the page passages within their reading that are meaningful to them. Have them share their responses with a partner. As a class, discuss how relating the text to their own lives influences their understanding of what is happening in the story.
- **ACTIVITY #2**  
Have students compare and contrast one author's use of irony with another author's use. In small groups, have them share what they learned as a result of their comparisons.
- **ACTIVITY #3**  
As students read a selected text, have them keep journal entries that depict their responses to the text. Working with a partner, have them state their reactions to specific sections, explaining to the partner why they had that reaction. Then have the partner share his/her reaction to the same section. As a whole class, discuss why a single text might elicit a wide variety of responses.
- **ACTIVITY #4**  
After having read a science fiction story, have students, as a class, predict what they think the "jobs of the future" might be. Have them use information from their science fiction story to support their predictions.

### Standard 3

*Students comprehend literature.*

#### **Benchmark 12**

- 3.12.1 Analyze how literature reflects its culture and historical period
- 3.12.2 Understand that the reader interacts with the text
- 3.12.3 Understand how genre characteristics affect a given text

#### **Examples of specific knowledge that support the standard and benchmarks**

- Classical through modern literature, early manuscripts, oral tradition, language evolution, etymology
- Universal symbolic themes, the variety of human experience
- Anecdotes, essays, poetry, screenplays, tragedies, speeches, folktales, satire, debate, monologue, blank verse, sonnets, improvisation, drama

#### **Examples of performance activities that support the standard and benchmarks**

- **ACTIVITY #1**  
Have students select a version (written or oral) of a legend from a specific culture. In an oral presentation, have them present how the legend was influenced by the life and culture of the people at that time and how, over time, those influences have changed.
- **ACTIVITY #2**  
Have students keep a journal while reading a specific text. The journal should include not only their acknowledgement of background knowledge and experience that they as readers bring to the text, but also an acknowledgement of their thoughts, feelings, and interactions with the text. Have them compare and contrast their experiences with a classmate.
- **ACTIVITY #3**  
Have students watch several examples of monologue presented from radio and/or television. From these examples, ask students to determine what characteristics need to be present for a monologue to have an overall positive effect on viewers. Using these characteristics, have students write and present personal monologues to their classmates. Allow students to discuss how the presence or absence of the characteristics either positively or negatively affected the presentation.
- **ACTIVITY #4**  
Have students read an autobiography or biography of an American inventor. Then have the students write an analytical paper showing how an invention or improvement upon a process changed the nature of work (necessary work skills), changed the working environment, or changed society itself

## **Standard 4**

*Students engage in the writing process.*

### **Benchmark 4**

- 4.4.1 Use knowledge and experience to write
- 4.4.2 Use planning to organize thoughts before writing
- 4.4.3 Use editing skills to improve reader comprehension

### **Benchmark 8**

- 4.8.1 Identify a topic and determine its development
- 4.8.2 Use multiple drafts, when appropriate, to clarify language and intent
- 4.8.3 Use feedback to revise
- 4.8.4 Edit to improve comprehension

### **Benchmark 12**

- 4.12.1 Plan, write, and revise
- 4.12.2 Use standard conventions of grammar, punctuation, and spelling appropriate to the selected audience
- 4.12.3 Identify personal strengths and weaknesses in writing and seek feedback from others to improve writing

## Standard 4

*Students engage in the writing process.*

### **Benchmark 4**

- 4.4.1 Use knowledge and experience to write
- 4.4.2 Use planning to organize thoughts before writing
- 4.4.3 Use editing skills to improve reader comprehension

### **Examples of specific knowledge that support the standard and benchmarks**

- Personal experience, background knowledge, selecting a topic, interviewing, gathering information, observing, building background, interest inventory, journal writing
- Brainstorming, webbing, listing, sequencing, dialogue, taking notes, outlining, graphic organizers
- Reflecting, conferencing, peer revising, peer-editing, audience feedback, expanding or combining sentences, connecting paragraphs, direct objects, action verbs, spelling rules (e.g., words with ei or ie, adding suffixes, irregular verbs, final y to i), capital letters, commas, periods, exclamation marks.
- Apostrophes, quotation marks, proofreading marks, handwriting, spacing, alignments, paper and pencil position.

### **Examples of performance activities that support the standard and benchmarks**

- **ACTIVITY 1**  
Have students select a partner to discuss various experiences they have had in their lives which were memorable or interesting. Encourage the partners to also discuss hobbies they might have or interests outside of school. Have students keep a record of the topics they discussed and help them see that these may be events or stories about which they might like to write.
- **ACTIVITY #2**  
After demonstrating several proofreading marks, have students select a partner to peer edit a piece of writing. Have them work together to identify incorrect spellings or punctuation marks and markings which would be appropriate.
- **ACTIVITY #3**  
As students are involved in the writing process, model a pre-writing organizational tool such as webbing. Have students use the tool as they begin to plan for their new piece of writing and, in small groups, share the tool and discuss how it helped them in their writing.
- **ACTIVITY #4**  
After students have completed a first draft of their writing, have them select a partner to read their draft. Allow the partner to ask any questions regarding the story to clarify what the story is about or to give any feedback as to what might make the story more effective. Have the author use this information to make any necessary changes to the draft. In small groups have students discuss how peer revising affected their stories.

## Standard 4

*Students engage in the writing process.*

### **Benchmark 8**

- 4.8.1 Identify a topic and determine its development
- 4.8.2 Use multiple drafts, when appropriate, to clarify language and intent
- 4.8.3 Use feedback to revise
- 4.8.4 Edit to improve comprehension

### **Examples of specific knowledge that support the standard and benchmarks**

- Pre-writing strategies, structure and development of paragraphs, unity, clarity, balance, leads, dialogue, originality, vitality, voice, tone, tense
- Conferencing, rough draft, final draft, post-writing, using checklists
- Peer conferencing, audience feedback, revision techniques (e.g., writing on every other line, revision buddies)
- Exact words, descriptive detail, elaboration, worn-out words, phrases and clauses, misplaced modifiers, compound/complex sentences, inverted sentences, run-ons, hyphens, dashes, parentheses, spelling rules, computer spell checks

### **Examples of performance activities that support the standard and benchmarks**

- **ACTIVITY #1**  
Have students select an experience about which they would like to write. As a pre-writing strategy, have them brainstorm their topics using a clustering or webbing technique.
- **ACTIVITY #2**  
During the revision stage of the writing process, have students underline overused or worn-out words in their pieces of writing. Have them replace these words with ones that are more descriptive or meaningful. In small groups, have students discuss how this strategy might make their writing more interesting or meaningful.
- **ACTIVITY #3**  
Model for students an editing strategy using a piece of writing that is ready for editing. Cover the piece of writing with a sheet of paper. Move the paper down the story, exposing each line. Line by line, read each sentence backwards and forward to identify any errors in spelling. Have students use a dictionary or the thesaurus for words about which they are unsure. Encourage students to use this strategy for editing their own stories.
- **ACTIVITY #4**  
Students choose a vocation based on the results of an interest inventory (check with guidance). Research chosen vocation, using a variety of sources. Write a paper on the occupation and present to the class.

## Standard 4

*Students engage in the writing process.*

### **Benchmark 12**

- 4.12.1 Plan, write and revise
- 4.12.2 Use standard conventions of grammar, punctuation, and spelling appropriate to the selected audience
- 4.12.3 Identify personal strengths and weaknesses in writing and seek feedback from others to improve writing

### **Examples of specific knowledge that support the standard and benchmarks**

- Coherence, sensory details, pre-writing strategies, vivid language, unity, clarity
- Fragments used with a purpose, run-on sentences, parallel structures, sentence reduction, elliptical clauses, coordinating conjunctions, transitional devices, clausal and phrasal patterns, semi-colons, colons to introduce lists, hyphens, ellipses, quotes within a quote, verb tense, alternative spellings, irregular spellings, proofreading
- Self-monitoring, conferencing, holistic evaluation

### **Examples of performance activities that support the standard and benchmarks**

- **ACTIVITY #1**  
Have students select an experience about which they would like to write, and have them write to the point of being ready to edit their pieces. Using a checklist, have them edit their work. Having completed their self-editing, students engage in a conversation with the teacher, noting strengths and weaknesses of the self-editing experience.
- **ACTIVITY #2**  
Have students document sources, anecdotes, statistics, and quotations in a research paper according to MLA guidelines.
- **ACTIVITY #3**  
As students submit their final draft of a piece they have written, have them prepare and attach a self-evaluation of their writing that includes new insights they have gained while writing, strategies that have had a positive effect on their piece, and strengths of the final draft.
- **ACTIVITY #4**  
Have students compare a finished piece of writing from several months ago to a present piece of writing. Have them identify areas in which they have achieved growth, and have them establish goals for future writing experiences.

## **Standard 5**

*Students write for a variety of purposes and audiences.*

### **Benchmark 4**

- 5.4.1 Write for a different audiences
- 5.4.2 Understand that different purposes require different forms of writing
- 5.4.3 Understand characteristics of different forms of writing

### **Benchmark 8**

- 5.8.1. Write for a wide variety of specific audiences
- 5.8.2. Initiate writing for various purposes
- 5.8.3. Understand that writing is a way of expressing and understanding one's self
- 5.8.4. Compose comprehensive and detailed examples of writing that contain the characteristics of the selected form,

### **Benchmark 12**

- 5.12.1 Write for public audiences
- 5.12.2 Use specific techniques in writing in order to reflect purpose
- 5.12.3 Use a wide variety of complex writing forms
- 5.12.4

## Standard 5

*Students write for a variety of purposes and audiences.*

### **Benchmark 4**

- 5.4.1 Write for different audiences
- 5.4.2 Understand that different purposes require different forms of writing
- 5.4.3 Understand characteristics of different forms of writing
- 5.4.4.

### **Examples of specific knowledge that support the standard and benchmarks**

- Audience (e.g., self, classmates, parents, school, family members)
- Using writing to inform, demonstrate, describe, entertain, persuade, personal/creative/narrative/expository, technical writing, free writing, journal writing
- Fairy tales, poetry, fables, plays, folktales, predictable stories, wordless books, fantasy

### **Examples of performance activities that support the standard and benchmarks**

- **ACTIVITY #1**  
Have students interview someone about his/her favorite foods, activities, and experiences. Allow students to individually select the manner in which they would publish or make public this information. After students have decided who their audience will be, create a graphic organizer which displays the variety of audiences used. Have the students discuss ways in which they each will adapt their materials to the audience they have selected.
- **ACTIVITY #2**  
Provide students with a variety of forms of writing and have them classify the forms according to the author's purpose. Have them share in small groups what they learned as a result of their classifying.
- **ACTIVITY #3**  
Have students create wordless books in which the pictures tell the story. Have each student select a partner to see if he/she can tell the story based on the pictures. Then have the author tell the original version. Ask students to state how the versions were similar and different.

## **Standard 5**

*Students write for a variety of purposes and audiences.*

### **Benchmark 8**

- 5.8.1 Write for a wide variety of specific audiences
- 5.8.2 Initiate writing for various purposes
- 5.8.3 Understand that writing is a way of expressing and understanding one's self
- 5.8.4 Compose comprehensive and detailed examples of writing that contain the characteristics of the selected form

### **Examples of specific knowledge that support the standard and benchmarks**

- Audience (e.g., self, classmates, family, neighborhood, town/city)
- Friendly letters, business letters, reports, jokes, riddles, news articles, scripts, interviews, historical fiction, autobiographies, plays, puppet shows, invitations, diaries, charts, agenda, biographies, songs
- Self expression, journal writing, free writing
- Creative, expository, narrative, technical writing

### **Examples of performance activities that support the standard and benchmarks**

- **ACTIVITY #1**  
Provide students with a variety of written materials prepared for different audiences (e.g., a thank you note, a newspaper editorial, a letter requesting a copy of a birth certificate, etc.). Have them determine who the audience might be for each piece of writing and how the audience affected the language and structure.
- **ACTIVITY #2**  
Have students record in a journal their personal thoughts and feelings regarding their growth as a writer. Over a period of several months, have them reflect on their growth and understanding of writing as a tool for learning.
- **ACTIVITY #3**  
Have students interview someone about his/her development and life experiences. Using that information, have students write a biography of that person's life. The biography should contain all of the characteristics of the genre and should be submitted ready for publication.
- **ACTIVITY #4**  
Have students write a letter of application to a business in their community or state, identifying a position for which the student would like to apply. Have them include any information that would be beneficial for the employer in determining the skills of the person applying. Working in pairs, have students revise and edit their letters and submit a final copy

## Standard 5

*Students write for a variety of purposes and audiences.*

### **Benchmark 12**

- 5.12.1 Write for public audiences
- 5.12.2 Use specific techniques in writing in order to reflect purpose
- 5.12.3 Use a wide variety of complex writing forms

### **Examples of specific knowledge that support the standard and benchmarks**

- Audience (e.g., self, school, family, town/city/state/nation)
- Purpose (e.g., entertain, inform, persuade), startling facts, relating anecdotes, drawing analogies, beginning with descriptions, using quotations, development of text, using introductions and conclusions
- Journals, personal letters, resumes, scholarship letters, biographies, short stories, essays, directions, autobiographical sketches, one-act plays, poetry, editorials, advertisements, critical reviews, letters of inquiry or complaint, timelines, prefaces

### **Examples of performance activities that support the standard and benchmark**

- **ACTIVITY #1**  
Have students research a specific consumer product, prepare, and present three different advertisements for the product. Each of these advertisements should be geared for a different audience. When students present the advertisements, have them explain who the audience will be for each advertisement and the adjustments they made for the audience selected.
- **ACTIVITY # 2**  
Have students prepare a college application form, including items such as personal essays, application forms, scholarship applications, etc. Then have students complete an application for a position at a local business. Have them compare and contrast the two experiences.
- **ACTIVITY # 3**  
Have students select a piece of their writing and analyze it for the various techniques they have used to capture the attention of the reader. Have them share their writing in small groups to determine other techniques that might be used to make their writing more meaningful or engaging for the reader. Encourage students to revise as a result of their discussions.
- **ACTIVITY # 4**  
Have students select and compare three major consumer products with respect to cost, product warranties, and directions for use. Have them prepare and submit to the local paper an editorial letter regarding their findings.

## **Standard 6**

*Students engage in the speaking and listening process.*

### **Benchmark 4**

- 6.4.1 Use voice and body to communicate
- 6.4.2 Express ideas clearly and concisely
- 6.4.3 Respond to spoken words and body language

### **Benchmark 8**

- 6.8.1 Speak with a purpose
- 6.8.2 Use various dimensions of delivery
- 6.8.3 Select materials for communicating
- 6.8.4 Give and receive feedback

### **Benchmark 12**

- 6.12.1 Adapt to a variety of speaking and listening situations
- 6.12.2 Defend a position
- 6.12.3 Analyze and evaluate messages
- 6.12.4 Demonstrate various speaking styles

## Standard 6

*Students engage in the speaking and listening process.*

### **Benchmark 4**

- 6.4.1. Use voice and body to communicate
- 6.4.2. Express ideas clearly and concisely
- 6.4.3. Respond to spoken words and body language

### **Examples of specific knowledge that support the standard and benchmarks**

- Pitch, volume, tone, gestures, eye contact, body language
- Conversations, interviews, group discussions, book talks, reports, show and tell
- Question and answer, peer response, following directions, taking turns

### **Examples of performance activities that support standard and benchmarks**

- **ACTIVITY # 1**  
Have students use a variety of vocal characteristics and body actions while reciting common rhymes or familiar stories. For example, have children speak with loud and soft voices, high and low pitches, gestures to show size, length or dimensions.
- **ACTIVITY # 2**  
Have students work in pairs to interview each other. Have students select the two or three most interesting facts about each other and present this information to the class.
- **ACTIVITY # 3**  
Have students duplicate geometric drawings from oral directions. Questions may be asked of the speaker for clarification. Upon completion, have listeners compare their drawings with the original drawing to determine accuracy of directions.

## Standard 6

*Students engage in the speaking and listening process.*

### **Benchmark 8**

- 6.8.1 Speak with a purpose
- 6.8.2 Use various dimensions of delivery
- 6.8.3 Select materials for communicating
- 6.8.4 Give and receive feedback

### **Examples of specific knowledge that support the standard and benchmarks**

- Inform, demonstrate, entertain
- Rate, emphasis, articulation, pronunciation, body movement
- Supporting information, literature
- Verbal and nonverbal, positive and negative

### **Examples of performance activities that support standard and benchmarks**

- **ACTIVITY #1**  
Have students construct and deliver informative speeches based on individual interests or topics provided by the teacher.
- **ACTIVITY #2**  
Have students prepare and deliver speeches of at least three minutes based upon humorous personal experiences.
- **ACTIVITY #3**  
Have students select their favorite piece of children's literature and present it to their audience, pretending that the audience is at the third grade level.

## Standard 6

*Students engage in the speaking and listening process.*

### **Benchmark 12**

- 6.12.1 Adapt to a variety of speaking and listening situations
- 6.12.2 Defend a position
- 6.12.3 Analyze and evaluate messages
- 6.12.4 Demonstrate various speaking styles

### **Examples of specific knowledge that support the standard and benchmarks**

- Audience analysis, listening, discussion, paralanguage\*
- Persuasion, argumentation
- Refutation, commentary, critique
- Memorized, manuscript, impromptu, extemporaneous, paralanguage\*

### **Examples of performance activities that support standard and benchmarks**

- **ACTIVITY # 1**  
Have students prepare a five – to seven – minute oral interpretation from a manuscript. Following the presentation, have another student ask the reader questions about delivery or cutting choices.
- **ACTIVITY # 2**  
Have students develop promotional materials for an imaginary product, and present a two – to three – minute sales pitch.
- **ACTIVITY # 3**  
Have students work in pairs to identify a problem, its causes, a possible solution, and some advantages thereof. Using debate, discussion, panels, or another form of presentation, have students refute each other's position.

\*paralanguage – beyond language; the combination of vocal variables in the expression of a message

## **Standard 7**

*Students understand and use principles of language*

### **Benchmark 4**

- 7.4.1 Understand the characteristic sounds and rhythms of language
- 7.4.2 Use language for a variety of purposes
- 7.4.3 Understand basic phonological patterns in English
- 7.4.4 Understand simple figurative language
- 7.4.5 Identify specific ways in which language varies across situations

### **Benchmark 8**

- 7.8.1 Understand conventions of English grammar
- 7.8.2 Understand cultural differences in language
- 7.8.3 Use a variety of types of figurative language
- 7.8.4 Understand how language, both written and spoken, reflects a point of view

### **Benchmark 12**

- 7.12.1 Use grammar and conventions of English to convey a specific message
- 7.12.2 Understand how language reflects cultural and gender perspectives
- 7.12.3 Analyze figurative, idiomatic, and symbolic language

## Standard 7

*Students understand and use principles of language.*

### **Benchmark 4**

- 7.4.1 Understand the characteristic sounds and rhythms of language
- 7.4.2 Use language for a variety of purposes
- 7.4.3 Understand basic phonological patterns in English
- 7.4.4 Understand simple figurative language
- 7.4.5 Identify specific ways in which language varies across situations

### **Examples of specific knowledge that support the standard and benchmark**

- Rhythm, rhyme, word order, patterns, alliteration
- Purpose (e.g., inform, persuade, entertain, question)
- Phonics, initial consonants, letter-sound relationships, final consonants, consonant blends, vowels
- Similes, metaphors, idioms
- Language diversity (e.g., dialect, slang, cultural differences)

### **Examples of performance activities that support standard and benchmarks**

- **ACTIVITY # 1**  
Have students create a patterned story or repetitive poem and share it with their classmates. As a class, discuss how the pattern or repetition helped predict what might come next in the story or poem.
- **ACTIVITY # 2**  
Have students select one situation in which language is used, and ask them to imagine what the situation would be like if language could not be used. Have them compare or contrast the two experiences.
- **ACTIVITY # 3**  
Have students complete a class book depicting the literal meanings of idioms. Have them share in small groups how this knowledge of idioms might affect them as a reader or writer.
- **ACTIVITY # 4**  
Have students read several different versions of a common folk tale originating from different countries. Have students compare the language similarities and differences of each culture represented and graph the results.

## Standard 7

*Students understand and use principles of language.*

### **Benchmark 8**

- 7.8.1 Understand conventions of English grammar
- 7.8.2 Understand cultural differences in language
- 7.8.3 Use a variety of types of figurative language
- 7.8.4 Understand how language, both written and spoken, reflects a point of view

### **Examples of specific knowledge that support the standard and benchmarks**

- Subject/verb agreement, pronoun usage, modifiers, sentence structure, subjects, predicates, tense
- Slang, language diversity, cultural effects on language
- Analogies, personification, hyperbole, alliteration
- Points of view

### **Examples of performance activities that support the standard and benchmarks**

- **ACTIVITY # 1**  
Using a piece of ongoing work, have students determine how the use of figurative language might improve their piece. Encourage them to work in pairs to determine where figurative language is or might be most effective and revise as necessary.
- **ACTIVITY # 2**  
Have students brainstorm ways in which a story would change if it was written from another point of view (e.g., *Where the Red Fern Grows* from the grandfather's point of view). Have them orally share how their opinions or thoughts may have changed as a result of writing from another point of view.
- **ACTIVITY # 3**  
Have students write an essay in which they compare an experience from their culture with similar experience from another culture. Working with a partner, have them edit for correct grammar and spelling and submit their final draft. In small groups, have students share how vocabulary differed from one cultural experience to the other.
- **ACTIVITY # 4**  
Have students write a dialogue that might occur between two persons using the jargon of a sports team. Then have students write the same conversation using the jargon of a completely different group (e.g., using banker's jargon or educator's jargon). Have students share their various dialogues with the class.

## Standard 7

*Students understand and use principles of language.*

### **Benchmark 12**

- 7.12.1 Use grammar and conventions of English to convey a specific message
- 7.12.2 Understand how language reflects cultural and gender perspectives
- 7.12.3 Analyze figurative, idiomatic, and symbolic language

### **Examples of specific knowledge that support the standard and benchmarks**

- Fragments, parallel structures, misplaced modifiers, subordinating conjunctions
- Colloquialisms, cultural differences, regional and ethnic dialects
- Sensory impressions, analogies, assonance/consonance, personification, allusion, indigenous vocabulary, hyperbole, illustrative contents, satire, paradox, irony, allusion, parody, symbolism, allegory

### **Examples of performance activities that support the standard and benchmarks**

- **ACTIVITY # 1**  
Have students select two or more poems that include a variety of figurative language. Have them compare the poems, identifying similarities in the use of figurative language. Then have them in small groups define how the language is similar or different.
- **ACTIVITY # 2**  
Using examples of modern music, have students record the lyrics in order to study the grammar and conventions used. Then have them recreate the message of the lyrics using standard grammatical structure. Have the students present to the class how changing grammar may or may not have an effect on the message.
- **ACTIVITY # 3**  
Have students study the language techniques and patterns used by several authority figures from a variety of cultures (e.g., Chief Joseph, Martin Luther King, Sojourner Truth, Elie Wiesel). Have them create a presentation that depicts cultural aspects of the techniques and patterns, colloquialisms, variations in dialect, and/or vocabulary specific to a culture.

## **Summary of Standards and Benchmarks**

### **Standard 1: Students gather and organize information.**

#### **Benchmark 4**

- 1.4.1 Understand main idea and supporting details
- 1.4.2 Use simple organizational strategies
- 1.4.3 Use appropriate reference tools
- 1.4.4 Use vocabulary knowledge to gather information

#### **Benchmark 8**

- 1.8.1 Provide accurate summaries using story elements
- 1.8.2 Use context clues to determine meaning
- 1.8.3 Use a variety of organizational strategies
- 1.8.4 Use appropriate reference tools and available technology to support learning
- 1.8.5 Use new vocabulary from reading and listening

#### **Benchmark 12**

- 1.12.1 Analyze information for relevance, reliability, and validity
- 1.12.2 Use complex structures to organize and analyze information
- 1.12.3 Use cross-referencing while gathering information

### **Standard 2: Students engage in the reading process.**

#### **Benchmark 4**

- 2.4.1 Use strategies for activating prior knowledge to comprehend text
- 2.4.2 Make and confirm predictions to enhance understanding
- 2.4.3 Determine a specific purpose for reading
- 2.4.4 Seek help to understand information
- 2.4.5 Use a variety of clues to determine the meaning of words
- 2.4.6 Use mental pictures to help increase understanding

#### **Benchmark 8**

- 2.8.1 Read a variety of materials
- 2.8.2 Organize prior knowledge of a topic before reading
- 2.8.3 Make and confirm/disconfirm complex predictions to increase understanding
- 2.8.4 Independently set a purpose for reading
- 2.8.5 Generate questions while reading
- 2.8.6 Use strategies for clarification

#### **Benchmark 12**

- 2.12.1 Construct meaning while reading and adjust for understanding
- 2.12.2 Read a variety of texts
- 2.12.3 Question text
- 2.12.4 Reflect on what has been learned from reading and recognize underlying meaning

### **Standard 3: Students comprehend literature.**

#### **Benchmark 4**

- 3.4.1 Make connections between personal experiences and specific incidents in a text
- 3.4.2 Understand the story elements
- 3.4.3 Make connections among works of literature
- 3.4.4 Understand the characteristics of various simple genres

#### **Benchmark 8**

- 3.8.1 Understand that events and themes in literature parallel and often impact events in their lives
- 3.8.2 Use specific aspects of literature to better understand their own and/or others' thoughts and actions
- 3.8.3 Understand that a single text may elicit a wide variety of responses
- 3.8.4 Understand the characteristics of a wide variety of genres

#### **Benchmark 12**

- 3.12.1 Analyze how literature reflects its culture and historical period
- 3.12.2 Understand that the reader interacts with the text
- 3.12.3 Understand how genre characteristics affect a given text

### **Standard 4: Students engage in the writing process.**

#### **Benchmark 4**

- 4.4.1 Use knowledge and experience to write
- 4.4.2 Use planning to organize thoughts before writing
- 4.4.3 Use editing skills to improve reader comprehension

#### **Benchmark 8**

- 4.8.1 Identify a topic and determine its development
- 4.8.2 Use multiple drafts, when appropriate, to clarify language and intent
- 4.8.3 Use feedback to revise
- 4.8.4 Edit to improve comprehension

#### **Benchmark 12**

- 4.12.1 Plan, write, and revise
- 4.12.2 Use standard conventions of grammar, punctuation, and spelling appropriate to the selected audience
- 4.12.3 Identify personal strengths and weaknesses in writing and seek feedback from others to improve writing

**Standard 5: Students write for a variety of purposes and audiences.**

**Benchmark 4**

- 5.4.1 Write for different audiences
- 5.4.2 Understand that different purposes require different forms of writing
- 5.4.3 Understand characteristics of different forms of writing

**Benchmark 8**

- 5.8.1 Write for a wide audience
- 5.8.2 Initiate writing for various purposes
- 5.8.3 Understand that writing is a way of expressing and understanding one's self
- 5.8.4 Compose comprehensive and detailed examples of writing that contain the characteristics of the selected form

**Benchmark 12**

- 5.12.1 Write for public audiences
- 5.12.2 Use specific techniques in writing in order to reflect purpose
- 5.12.3 Use a wide variety of complex writing forms

**Standard 6: Students engage in speaking and listening process.**

**Benchmark 4**

- 6.4.1 Use voice and body to communicate
- 6.4.2 Express ideas clearly and concisely
- 6.4.3 Respond to spoken words and body language

**Benchmark 8**

- 6.8.1 Speak with a purpose
- 6.8.2 Use various dimensions of delivery
- 6.8.3 Select materials for communicating
- 6.8.4 Give and receive feedback

**Benchmark 12**

- 6.12.1 Adapt to a variety of speaking and listening situations
- 6.12.2 Defend a position
- 6.12.3 Analyze and evaluate messages
- 6.12.4 Demonstrate various speaking styles

**Standard 7: Students understand and use principles of language.**

**Benchmark 4**

- 7.4.1 Understand the characteristic sounds and rhythms of language
- 7.4.2 Use language for a variety of purpose
- 7.4.3 Understand basic phonological patterns in English
- 7.4.4 Understand simple figurative language
- 7.4.5 Identify specific ways in which language varies across situations

**Benchmark 8**

- 7.8.1 Understand conventions of English grammar
- 7.8.2 Understand cultural differences in language
- 7.8.3 Use a variety of types of figurative language
- 7.8.4 Understand how language, both written and spoken, reflects a point of view

**Benchmark 12**

- 7.12.1 Use of grammar and conventions of English to convey a specific message
- 7.12.2 Understand how language reflects cultural and gender perspectives
- 7.12.3 Analyze figurative, idiomatic, and symbolic language

## The North Dakota Language Arts Committee

<b>Revision Committee 1996</b>	
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\*Original writer 1994

## The North Dakota Language Arts Committee

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# History of the North Dakota English Language Arts Project

## Preliminary Work

### *January-February, 1993*

The Department of Public Instruction staff begins gathering information for a grant application to the U.S. Department of Education for the purpose of writing State English Language Curriculum Frameworks. The Department of Public Instruction confirms as a consultant to the project the Midcontinent Regional Educational Laboratory (McREL), Aurora, Colorado. Letters of support are secured from professional organizations, the Governor's Office, and a collaborative partner from the North Dakota University System: Minot State University.

### *March-August, 1993*

Upon notice of the grant award at the end of May 1993, the Project Director negotiates and secures commitments from elementary, middle, and secondary English language arts leaders to write curriculum frameworks. The curriculum framework writing committee of 27 teachers is impaneled by late summer.

## First Curriculum Framework Meeting

### *October 19-20, 1993, Bismarck, ND*

The framework writers clarify definitions of standards, benchmarks and content knowledge and review the established content standards and benchmarks in the *North Dakota Curriculum Frameworks: Volume I*. In reviewing all the standards and benchmarks, the writers realize that many standards are repeated from grade level to grade level and that the benchmarks do not represent developmental levels. Many of the benchmarks are also not measurable and are subjective in nature.

The decision to revise the January 1993 *English Language Arts Frameworks: Volume I* is made. Next, the writers determine which benchmarks could be considered K-12 and which are grade specific. The writers select, through group consensus (80%), a new set of standards for consideration. The writers seek standards that are measurable and eliminate standards that included complex reasoning standards because these standards are covered under the graduation expectations (see Appendix A). At the end of the session, the writers reduce the original standards from 114 to 20. The writers are assigned the task of writing draft benchmarks for the 20 standards. This work is sent to McREL for collation on December 1, 1993.

## Second Curriculum Framework Meeting

### *January 20-21, 1994, Bismarck, ND*

The writers report the difficulty of "thinking" in benchmarks terms and the difficulty of working along in writing benchmarks. Given the extensive overlap of benchmarks, the McREL consultants offer a process for collapsing the benchmarks. The writing panel accepts the draft of the collapsed benchmarks document and the revision process begins

The writers revise the standards, collapsing some standards into other standards, resulting in six new standards for the English Language Arts. The panel then revises the benchmarks to support each of the six standards and discusses examples of specific content knowledge and performance activities that will support the standards. Individual writers take home assignments to write content and activity examples. This work is sent to McREL consultants for collation on February 28, 1994.

### **Third Curriculum Framework Meeting**

*April 21-22, 1994, Mandan, ND*

The McREL consultants review both the content knowledge and performance activities examples sent by the writers and review the options for collapsing redundancies. The writers agree on a final version of the standards, benchmarks, examples of content knowledge, and performance activities. The writers also agree that the final document will need additional pages explaining the purpose of the document and its history, assumptions and recommendation statements, and a statement on how the document might be used. The last homework assignment is the individual responsibility of editing the document and sending edits to McREL for processing on May 30, 1994.

### **Framework Distribution**

*August 1994*

10,000 copies of the document are printed. Immediate distribution goes to every North Dakota public and nonpublic K-6 teacher, 7-12 language arts teacher, principal and superintendent, county superintendent, school board president, state legislator, and English/education departments in North Dakota institutions of higher education. Later, copies go to the U.S. Department of Education, McREL, Council of Chief State School Officers and numerous schools across the country. The document is provided at several national meetings of the NCTE and IRA.

### **Fourth Curriculum Framework Meeting**

*February 7-8, 1996, Bismarck, ND*

The Revision Committee meets to consider recommendations for improvement of the document. McREL consultants will facilitate the production of the document. Distribution to North Dakota teachers is anticipated by early April 1996. The revised edition (1996) is considered the "final" draft for the purposes of the U.S. Department of Education grant.

## **Appendix A**

### **Council on Performance Standards and Assessment Report on Assumptions September 1, 1992**

In 1991 State Superintendent Dr. Wayne G. Sanstead constituted an ad hoc committee with broad representation from the education community to conduct a study to identify lifelong learning skills essential for success in academic, work, and social life. That committee – Council on Performance Standards and Assessment – identified six graduation expectations for North Dakota students which would help prepare them to be productive workers and contributing citizens.

The North Dakota Department of Public Instruction continues to support the following graduation expectations recommended by the Council on Performance Standards and Assessment.

Each student will have the ability to:

1. apply concepts, generalizations, processes, and strategies considered important to specific content areas;
2. use complex reasoning processes;
3. work in a cooperative/collaborative manner;
4. be self-directed in a variety of situations;
5. communicate through a variety of products and
6. gather information in a variety of ways.

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