

# New Mexico Curriculum Framework

## Language Arts

State Board of Education Goal: *Establish clear and high standards in all academic and vocational subjects and ensure that assessments are aligned with content, benchmarks, and performance standards; require alignment of school curricula with performance standards and revise on a regular basis.* (Adopted, July 1999)

This document groups the Content Standards, Benchmarks, and related Performance Standards in the language arts into three strands:

- **Reading and Listening for Comprehension;**
- **Writing and Speaking for Expression; and**
- **Literature and Media.**

The *Language Arts Content Standards, Benchmarks, and Performance Standards* has been designed:

- To describe the disciplinary content and skills students should learn at specific grade levels;
- To help teachers create classroom instruction and authentic assessments that address a substantive core curriculum that can be applied to student successes across all disciplines; and
- To serve as the basis for a statewide assessment of student learning.

The *Language Arts Content Standards, Benchmarks, and Performance Standards* is a spiraling framework in the sense that many skills, once introduced, develop over time. While the Performance Standards are set forth at grade-specific levels, they do not exist as isolated skills; each exists in relation to the others. These Language Arts Standards are for all students and use in all content areas.

New Mexico Language Arts Content Standards, Benchmarks, and Performance Standards identify what students should know and be able to do across all grade levels. Each Content Standard is elaborated into three grade-span Benchmarks that are further defined by specific grade level Performance Standards. They illustrate how learners at every level continue to build and expand their knowledge by using similar language skills with increasing sophistication, refinement, and independence.

Many of the performance standards in the *Language Arts Content Standards, Benchmarks, and Performance Standards* are unique to English language instruction, skills, and ability. However, because these skills are essential to all content areas, it is the expectation that all students will achieve these standards. Thus, it is important to note that multiple assessments, including statewide assessments, are necessary to fully capture what students know and what they are able to do.

# Language Arts

## Guiding Principles

The following ten principles are philosophical statements about learning and teaching in the language arts. These principles are provided as a guide to the construction and evaluation of language arts curricula and underlie every content standard in this framework.

### **Guiding Principle 1: An effective language arts curriculum develops thinking and language together through interactive learning.**

Effective language use both requires and extends thinking. As learners listen to a speech, view a documentary, respond to a literary work, or convey their ideas in an essay, they engage in thinking processes. The learning standards in this framework specify the intellectual processes that students must draw on as they learn through and about language. Students develop their ability to remember, understand, analyze, evaluate, and apply the ideas they encounter in the language arts and in all disciplines when they undertake increasingly challenging assignments that require them to write or talk about what they are learning.

### **Guiding Principle 2: An effective language arts curriculum develops children's oral language and early literacy through appropriately challenging learning.**

Schools must provide a strong and well-balanced instructional program for developing reading and writing skills in the primary grades, with materials appropriate for their students. The roots of successful beginning reading and writing lie in oral language development. Most children begin school able to use their oral language effectively for many purposes. Teachers further develop students' oral language and strengthen their powers of observation and memory to help them acquire the concepts and skills essential for learning to read and write. Early literacy programs provide students with a variety of oral language activities, high quality reading materials, systematic phonics instruction, and opportunities to work with others who are reading and writing. Reading to preschool and primary grade children plays an especially critical role in developing the foundation for literacy.

### **Guiding Principle 3: An effective language arts curriculum draws on literature from many genres, time periods, and cultures.**

All students deserve knowledge of works reflecting a literary heritage that goes back thousands of years. In each district, teachers must work together to develop PreK-12 literature programs that are coherently articulated from grade to grade. Schools should expose students to literary works about the many different kinds of communities that make up contemporary America and about countries and cultures throughout the world.

In order to instill a love of reading, language arts teachers need to encourage independent reading in and outside of class. Librarians also play a key role in finding reading materials to match students' interests and in suggesting further resources. By reading and discussing books and articles with their children, and by visiting libraries with them, parents and other family members can make reading an important part of home life.

### **Guiding Principle 4: An effective language arts curriculum emphasizes writing as an essential way to develop, clarify, and communicate ideas in persuasive, expository, literary, and expressive discourse.**

The beginning writing of children records their imagination and exploration. As students attempt to write clearly and coherently about increasingly complex ideas, their writing serves to propel intellectual growth. Through writing, students develop their ability to think, to communicate ideas, and to create worlds unseen.

### **Guiding Principle 5: An effective language arts curriculum provides for literacy in all forms of media.**

Computers, the Internet, television, film, videos, and radio are widespread modes of communication in the modern world. All students need to learn how to be effective users of these various media for obtaining information and for communicating to others for a variety of purposes. Each of these media has its advantages and challenges, and students must learn to apply the critical techniques learned in the study of literature to the evaluation of film, video, television, and multimedia.

**Guiding Principle 6: An effective language arts curriculum embeds skills instruction in meaningful learning.** In many cases, explicit skills instruction is most effective when it responds to specific problems individual students reveal in their own work. For example, a teacher may wish to explain particular writing conventions to the whole class, monitor each student's progress, and then provide direct individualized instruction when needed. In other cases, explicit skills instruction is most effective when it precedes what students need to learn. A teacher should, for instance, provide systematic phonics lessons in particular decoding skills to students who do not have these skills before they try to use them in their subsequent reading. Systematic phonics lessons are especially important for those students who lack "phonemic awareness," or the ability to pay attention to the component sounds of language.

**Guiding Principle 7: An effective language arts curriculum teaches the strategies necessary for acquiring academic knowledge, achieving common academic standards, and attaining independence in learning.**

Students need to develop a repertoire of learning strategies that they consciously practice and apply in increasingly diverse and demanding contexts. Skills become strategies for learning when they are internalized. For example, a reading skill has become a strategy when a student uses decoding for recognizing known words not previously seen in print, or looks up the meaning of an unfamiliar word in a dictionary. A writing skill has become a strategy when a student monitors her own writing by spontaneously asking herself, "Does this organization work?" or "Are my punctuation and spelling correct?" At the point that students are able to articulate their own learning strategies, evaluate their effectiveness, and use those that work best for them, they have become independent learners.

**Guiding Principle 8: An effective language arts curriculum builds on the language, experiences, strategies, and interests that students bring to school.**

Teachers recognize the importance of finding strategies that enable them to respond to the challenges of linguistic and cultural differences in their classrooms. They recognize that sometimes students have learned ways of talking, thinking, and interacting that are effective at home and in the neighborhood but which may not have the same meaning or usefulness in school. Teachers try to draw on these different ways of talking and thinking as potential bridges to speaking and writing in standard English.

**Guiding Principle 9: An effective language arts curriculum develops each student's distinctive writing or speaking voice.**

A student's writing and speaking voice is an expression of self. Students' voices tell us who they are, how they think, and the unique perspectives they bring to their learning. These voices develop when teachers provide opportunities for students to interact with one another, to explore each other's ideas, and to communicate their own ideas to others. When students discuss ideas and read one another's writing, they learn to distinguish between formal and informal communication and learn to use vocabulary appropriate to the audience and purpose. They also learn about their classmates as unique individuals who can contribute their distinctive ideas, aspirations, and talents to the class, the school, the community, and the nation.

**Guiding Principle 10: While encouraging respect for differences in home backgrounds, an effective language arts curriculum nurtures students' sense of their common ground as productive citizens in order to prepare them for responsible participation in schools, community, and society.**

Teachers are teaching an increasingly diverse group of students in their classrooms. Taking advantage of this diversity, teachers carefully choose literature and guide discussions about the extraordinary variety of peoples around the world and their different beliefs, stories, and traditions. At the same time, they help each generation of students rediscover common ground as they prepare to become self-governing citizens of the United States of America. A language arts curriculum can serve as a unifying force in New Mexico schools and society.

*Adapted from the Massachusetts State Department of Education's English Language Arts Content Standards and Benchmarks.*

# Language Arts

**Strand: Reading and Listening for Comprehension**

**Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.**

**K-4 Benchmark I-A: Listen to, read, react to, and retell information**

<b>Grade</b>	<b>Performance Standards</b>
<b>K</b>	<ol style="list-style-type: none"><li>1. Retell, reenact, or dramatize stories or parts of stories, including personal events.</li><li>2. Demonstrate sense of story (e.g., beginning, middle, end, characters, details).</li><li>3. Demonstrate familiarity with a variety of types of books and selections (e.g., picture books, caption books, short informational texts, nursery rhymes, word/finger/puppet plays, reenactments of familiar stories).</li><li>4. Role-play and act out stories (e.g., fairy tales, songs, rhymes).</li><li>5. Follow simple oral instructions.</li></ol>
<b>1</b>	<ol style="list-style-type: none"><li>1. Listen to and retell short stories.</li><li>2. Recognize repetition and predict repeated phrases.</li><li>3. Respond and elaborate in answering Who, What, When, Where, and How questions.</li><li>4. Discuss and explain response to How, Why, and What If questions in sharing narrative and expository texts.</li><li>5. Self-monitor comprehension by using questions, retelling, and summarizing.</li><li>6. Follow simple written and oral instructions.</li><li>7. Increase vocabulary through reading, listening, and interacting.</li></ol>
<b>2</b>	<ol style="list-style-type: none"><li>1. Independently recall facts and details in text.</li><li>2. Increase vocabulary through reading, listening, and interacting.</li></ol>

<b>3</b>	<ol style="list-style-type: none"> <li>1. Interact with text before, during, and after reading, listening, or viewing by: <ul style="list-style-type: none"> <li>• setting a purpose</li> <li>• previewing the text</li> <li>• making predictions</li> <li>• asking questions</li> <li>• locating information for a specific purpose</li> <li>• making connections</li> <li>• using story structure and text organization to comprehend</li> </ul> </li> <li>2. Summarize main idea(s) from written or spoken text succinctly.</li> <li>3. Employ active listening skills.</li> <li>4. Increase vocabulary through reading, listening, and interacting.</li> </ol>
<b>4</b>	<ol style="list-style-type: none"> <li>1. Use meta-cognitive strategies to comprehend text and to clarify meaning of vocabulary (e.g., re-read the text, consult other sources, ask for help, paraphrase, question).</li> <li>2. Visualize and recall story details, including characterization and sequence.</li> <li>3. Read a variety of texts, including: <ul style="list-style-type: none"> <li>• fiction (e.g., legends, novels, folklore, science fiction)</li> <li>• non-fiction (e.g., auto-biographies, informational books, diaries, journals)</li> <li>• poetry</li> <li>• drama</li> </ul> </li> <li>4. Increase vocabulary through reading, listening, and interacting.</li> </ol>

**5-8 Benchmark I-A: Listen to, read, react to, and interpret information**

<b>Grade</b>	<b>Performance Standards</b>
<b>5</b>	<ol style="list-style-type: none"> <li>1. Listen actively and critically by: <ul style="list-style-type: none"> <li>• asking questions</li> <li>• delving deeper into the topic</li> <li>• elaborating on the information and the ideas presented</li> <li>• evaluating information and ideas</li> <li>• making inferences and drawing conclusions</li> <li>• making judgments</li> </ul> </li> <li>2. Make connections between texts by recognizing similarities and differences based on a common theme, lesson, or message.</li> <li>3. Read aloud grade-appropriate text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.</li> <li>4. Follow oral instructions that provide information about a task or assignment.</li> </ol>

<p><b>6</b></p>	<ol style="list-style-type: none"> <li>1. Narrate a fictional or autobiographical account.</li> <li>2. Relate details, main ideas, setting, action, and main character(s).</li> <li>3. Explore expressive materials that are read, heard, or viewed.</li> <li>4. Identify and interpret figurative language in an oral selection.</li> <li>5. Interact appropriately in group settings.</li> <li>6. Reflect on learning experiences by describing personal learning growth and change in perspective.</li> <li>7. Interpret how personal circumstances and background shape interaction with text.</li> </ol>
<p><b>7</b></p>	<ol style="list-style-type: none"> <li>1. Narrate an account (e.g., news story, historical episode) that creates a coherent organizing structure appropriate to purpose, audience, and context and that orients and engages the reader.</li> <li>2. Respond to informational materials that are read, heard, or viewed by: <ul style="list-style-type: none"> <li>• summarizing the information</li> <li>• determining the importance of the information</li> <li>• making connections to related topics/information</li> <li>• monitoring comprehension</li> <li>• drawing inferences</li> <li>• generating questions</li> </ul> </li> <li>3. Identify the effect of literary devices such as figurative language, diction, dialogue, and description.</li> </ol>
<p><b>8</b></p>	<ol style="list-style-type: none"> <li>1. Narrate a personal account that: <ul style="list-style-type: none"> <li>• establishes a point of view and sharpens focus</li> <li>• uses remembered feelings</li> <li>• selects details that best illuminate the topic</li> <li>• connects events to self and society</li> </ul> </li> <li>2. Interact in group activities and/or seminars to: <ul style="list-style-type: none"> <li>• share personal reactions to questions raised</li> <li>• give reasons and cite examples from texts to support opinions</li> <li>• clarify, illustrate, or expand on a response</li> <li>• ask classmates for similar expansion</li> </ul> </li> <li>3. Compare, contrast, and evaluate for details, main ideas, themes, actions, and main character from oral selections.</li> </ol>

## 9-12 Benchmark I-A: Listen to, read, react to, and analyze information

<b>Grade</b>	<b>Performance Standards</b>
<b>9</b>	<ol style="list-style-type: none"> <li>1. Narrate experiences that offer:               <ul style="list-style-type: none"> <li>• scenes and incidents located effectively in time and place</li> <li>• impressions of being in a setting and a sense of engagement in the events occurring</li> <li>• appreciation for the significance of the account</li> <li>• a sense of the narrator’s personal voice</li> </ul> </li> <li>2. Instruct an audience in how to perform a specific operation or procedure by:               <ul style="list-style-type: none"> <li>• considering the audience’s degree of knowledge or understanding</li> <li>• providing complete and accurate information</li> <li>• using visuals and media to make effective presentations and products</li> <li>• using layout and design elements to enhance presentations and products</li> </ul> </li> <li>3. Form and refine a question for investigation using a topic of personal choice and answer that question by:               <ul style="list-style-type: none"> <li>• deciding upon and using appropriate methods (e.g., interviews with experts, observations, finding print and non-print sources, using interactive technology and media)</li> <li>• prioritizing and organizing information</li> <li>• incorporating effective media and technology to inform or explain</li> <li>• reporting in an appropriate form for a specified audience</li> </ul> </li> </ol>
<b>10</b>	<ol style="list-style-type: none"> <li>1. Produce reminiscences (about a person, event, object, place, animal) that engages the audience by:               <ul style="list-style-type: none"> <li>• using specific sensory details with purpose</li> <li>• explaining significance from an objective perspective</li> <li>• moving effectively between past and present</li> <li>• recreating a mood</li> </ul> </li> <li>2. Respond reflectively (through small group discussion, class discussion, journal entry, essay, letter, dialogue) to written and visual texts.</li> <li>3. Create responses that evaluate problems and offer solutions to a reader or listener by:               <ul style="list-style-type: none"> <li>• clearly stating the problem and relevant issues</li> <li>• determining the significance of the problem</li> <li>• focusing on a neutral audience</li> <li>• logically organizing the solutions for a specific audience</li> <li>• offering and evaluating effective solutions</li> <li>• creating a sense of resolution or closure</li> </ul> </li> <li>4. Evaluate the information, explanations, or ideas of others by:               <ul style="list-style-type: none"> <li>• identifying clear, reasonable criteria for evaluation</li> <li>• applying those criteria using reasoning and substantiation</li> </ul> </li> </ol>

<p><b>11</b></p>	<p>1. Demonstrate increasing insight and reflection to print and non-print text through personal expression.</p> <p>2. Reflect and respond expressively to texts so that the audience will:</p> <ul style="list-style-type: none"> <li>• discover multiple perspectives</li> <li>• investigate and articulate connections</li> <li>• explore how life experiences influence a response to a selection</li> <li>• recognize that responses of others may be different</li> </ul> <p>3. Respond to informational texts by:</p> <ul style="list-style-type: none"> <li>• using a variety of strategies for preparation, engagement, and reflection</li> <li>• paraphrasing main ideas and supporting details</li> <li>• explaining significant connections between speaker's/author's purpose, tone, biases, and the message for the intended audience</li> </ul>
<p><b>12</b></p>	<p>1. Express reflections and reactions to print and non-print texts as well as to personal experience by:</p> <ul style="list-style-type: none"> <li>• composing and presenting reflective texts that give an audience an understanding of complex thoughts and feelings, a sense of significance, and a sense of encouragement to reflect on own ideas</li> <li>• responding to texts make connections, reflecting on cultural and historical perspectives, examining own response, and recognizing features of the author's use of language and how the writer relates to the subject so that the audience will empathize,</li> </ul> <p>2. Analyze and critique texts from various perspectives and approaches by:</p> <ul style="list-style-type: none"> <li>• developing critiques based on establishing and applying clear, credible criteria for evaluation</li> <li>• substantiating assessments with reasons and evidence</li> </ul>

# Language Arts

**Strand: Reading and Listening for Comprehension**

**Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.**

**K-4 Benchmark I-B: Locate and use a variety of resources to acquire information across the curriculum**

<b>Grade</b>	<b>Performance Standards</b>
<b>K</b>	<ol style="list-style-type: none"><li>1. Demonstrate familiarity with a variety of types of resources (e.g., picture books, caption books, short informational texts, nursery rhymes, word/finger/puppet plays, reenactment of familiar stories, electronic resources).</li><li>2. Generate questions of interest about a topic.</li></ol>
<b>1</b>	<ol style="list-style-type: none"><li>1. Demonstrate familiarity with a variety of resources (e.g., story books, short chapter books, poems, newspapers, compact discs, software, telephone books, everyday print, skits, short plays).</li></ol>
<b>2</b>	<ol style="list-style-type: none"><li>1. Identify and use appropriate sources of information to accomplish a specific learning task.</li><li>2. Use print and electronic resources to access information (e.g., images, sound, text, video).</li><li>3. Select an appropriate format to locate, gather, access, record, organize, and present information.</li></ol>
<b>3</b>	<ol style="list-style-type: none"><li>1. Use reference materials (e.g., glossary, dictionary, thesaurus) to confirm decoding skills, verify spelling, discover and extend meaning of words.</li><li>2. Use encyclopedias, dictionaries, and electronic resources to gather information.</li></ol>
<b>4</b>	<ol style="list-style-type: none"><li>1. Use key words, indices, cross-references, and letters on volumes to find information.</li><li>2. Use multiple representations of information (e.g., maps, charts, photos) to find information.</li></ol>

## 5-8 Benchmark I-B: Gather and use information for research and other purposes

Grade	Performance Standards
<b>5</b>	<ol style="list-style-type: none"> <li>1. Understand concept of primary source.</li> <li>2. Research multiple sources to deepen understanding and integrate information and ideas across varied sources and content areas by:               <ul style="list-style-type: none"> <li>• conducting research (with assistance) from a variety of sources for assigned or self-selected projects (e.g., print and non-print texts, artifacts, people, libraries, databases, Internet, computer networks)</li> <li>• evaluating the usefulness and quality of information and ideas based on purpose, experiences, text(s) and graphics</li> </ul> </li> <li>3. Make connections between print and non-print texts by recognizing similarities and differences using a variety of resources that contribute to informed decisions.</li> </ol>
<b>6</b>	<ol style="list-style-type: none"> <li>1. Interpret and synthesize information from a variety of sources by:               <ul style="list-style-type: none"> <li>• reviewing the characteristics of informational works</li> <li>• restating and summarizing information</li> <li>• determining the importance of information</li> <li>• making connections to related topics and information</li> <li>• monitoring comprehension</li> <li>• drawing inferences</li> <li>• generating questions</li> </ul> </li> <li>2. Use multiple sources of print and non-print information in developing informational materials such as brochures, newsletters, and advertisements by:               <ul style="list-style-type: none"> <li>• exploring a variety of sources that provide information (e.g., books, newspapers, Internet, electronic databases, CD-ROMs)</li> <li>• distinguishing between primary and secondary sources</li> </ul> </li> <li>3. Organize information gathered for a research topic into major components based on appropriate criteria.</li> </ol>
<b>7</b>	<ol style="list-style-type: none"> <li>1. Use a variety of resources to express individual perspectives in response to personal, social, cultural, and historical issues.</li> <li>2. Interpret and synthesize information by responding to information that is read, heard, or viewed.</li> <li>3. Develop informational products and/or presentations that cite multiple print and non-print sources by:               <ul style="list-style-type: none"> <li>• identifying and using appropriate primary and secondary sources</li> <li>• comparing, contrasting, and evaluating information from different sources about the same topic</li> <li>• evaluating information for extraneous details, inconsistencies, relevant facts, and organization</li> </ul> </li> <li>4. Examine critical relationships between and among elements of a research topic.</li> </ol>
<b>8</b>	<ol style="list-style-type: none"> <li>1. Use information for specific tasks by:               <ul style="list-style-type: none"> <li>• analyzing and evaluating information to extend ideas</li> <li>• analyzing and evaluating themes and central ideas in relation to personal and societal issues</li> <li>• creating a research product in both written and presentation form</li> </ul> </li> <li>2. Use images, videos, and visual representations as informational research tools.</li> </ol>

**9-12 Benchmark I-B: Synthesize and evaluate information to solve problems across the curriculum**

<b>Grade</b>	<b>Performance Standards</b>
<b>9</b>	<ol style="list-style-type: none"> <li>1. Use a variety of techniques for researching topics including:                             <ul style="list-style-type: none"> <li>• cross-referencing while gathering information</li> <li>• summarizing dialogue</li> <li>• using news sources (e.g., newspapers, magazines, TV, radio, videotapes, Internet, email, government publications, microfiche, other library resources)</li> </ul> </li> <li>2. Synthesize a variety of types of visual information including pictures and symbols.</li> </ol>
<b>10</b>	<ol style="list-style-type: none"> <li>1. Use a variety of information resources to critically interpret and evaluate experiences, language, and ideas.</li> <li>2. Make extensive use of primary sources when researching a topic and make in-depth analyses of the validity and reliability of primary source information.</li> <li>3. Use multiple resources to gather information to evaluate problems, examine cause and effect relationships, and answer research questions to inform an audience.</li> </ol>
<b>11</b>	<ol style="list-style-type: none"> <li>1. Conduct research using data from in-depth field studies.</li> <li>2. Synthesize information from multiple research studies to draw conclusions that go beyond those found in any of the individual studies.</li> <li>3. Inform an audience by using a variety of media to research and explain insights.</li> <li>4. Demonstrate proficiency in accessing and sending information electronically.</li> </ol>
<b>12</b>	<ol style="list-style-type: none"> <li>1. Identify and defend research questions and topics that will be important in the future.</li> <li>2. Use a variety of resources to gather information to critically analyze texts to gain meaning, develop thematic connections, and synthesize ideas.</li> <li>3. Demonstrate increasing sophistication in the selection and use of resources to define issues and use argument effectively.</li> </ol>

# Language Arts

## Strand: **Reading and Listening for Comprehension**

**Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.**

**K-4 Benchmark I-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information**

Grade	Performance Standards
<b>K</b>	<ol style="list-style-type: none"> <li>1. Understand oral and graphic instructions.</li> <li>2. Create mental pictures to predict possible events in text before and during reading.</li> <li>3. Compare different versions of the same story.</li> <li>4. Relate experiences and observations.</li> <li>5. Formulate questions before beginning to read or listen (e.g., What will happen in this story? Where do you think this happens? Who might this be?).</li> <li>6. Sequence a story to describe the beginning, middle, and end.</li> <li>7. Differentiate between non-fiction and fiction stories.</li> </ol>
<b>1</b>	<ol style="list-style-type: none"> <li>1. Associate target words with prior knowledge and explore an author's choice of words.</li> <li>2. Predict and explain what will happen next in a story.</li> <li>3. Demonstrate familiarity with a variety of texts (e.g., storybooks, short chapter books, poems, newspapers, telephone books, everyday print, skits and short plays).</li> <li>4. Describe differences and similarities between different stories (i.e., characters, plot, setting).</li> </ol>
<b>2</b>	<ol style="list-style-type: none"> <li>1. Pose possible How, Why, and What If questions to understand and/or interpret texts.</li> <li>2. Recognize own difficulty in comprehending text.</li> <li>3. Discuss similarities and differences in events and characters across stories.</li> <li>4. Interpret information from diagrams, charts, and graphs.</li> </ol>
<b>3</b>	<ol style="list-style-type: none"> <li>1. Draw conclusions, make generalizations, gather support by referencing the text.</li> <li>2. Explain choice of reading materials congruent with purpose (e.g., solving problems, making decisions).</li> </ol>

<b>4</b>	<ol style="list-style-type: none"> <li>1. Respond to fiction, poetry, and drama using interpretive, critical, and evaluative processes by: <ul style="list-style-type: none"> <li>• analyzing author’s word choice and context</li> <li>• examining reasons for characters’ actions</li> <li>• identifying and examining characters’ motives</li> <li>• considering a situation or problems from different characters’ perspectives</li> </ul> </li> <li>2. Respond to non-fiction using interpretive, critical, and evaluative processes.</li> <li>3. Analyze characters, events, and plots from different texts and cite supporting evidence.</li> <li>4. Analyze how language and visuals bring characters to life, enhance plot development, and produce a response.</li> <li>5. Demonstrate deductive and inductive reasoning by drawing logical conclusions.</li> </ol>
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**5-8 Benchmark I-C: Apply critical thinking skills to analyze information**

<b>Grade</b>	<b>Performance Standards</b>
<b>5</b>	<ol style="list-style-type: none"> <li>1. Evaluate text to determine author’s purpose and opinion by: <ul style="list-style-type: none"> <li>• evaluating inferences, conclusions, and generalizations</li> <li>• identifying elements of fiction and non-fiction that support plot development, choice of words, effectiveness of figurative language and personification</li> </ul> </li> <li>2. Evaluate the usefulness and quality of information and ideas based on purpose, experiences, text.</li> <li>3. Respond to fiction, non-fiction, poetry, and drama using interpretive, critical, and evaluative processes by: <ul style="list-style-type: none"> <li>• analyzing word choice and content</li> <li>• examining reasons for a character’s actions</li> <li>• creating and presenting a product that demonstrates a personal response</li> <li>• examining alternative perspectives</li> </ul> </li> <li>4. Make informed judgments about bias, propaganda, stereotyping, and media techniques.</li> <li>5. Analyze cause and effect relationships, compare and contrast information, facts, characters, and objects to predict a logical outcome based on the information in the selection.</li> <li>6. Distinguish between fact and opinion.</li> </ol>
<b>6</b>	<ol style="list-style-type: none"> <li>1. Use critical thinking skills and create criteria to evaluate text and multimedia by: <ul style="list-style-type: none"> <li>• determining purpose through exploring bias, apparent messages, emotional factors, or persuasive techniques</li> <li>• identifying and exploring the underlying assumptions of the author</li> </ul> </li> <li>2. Recognize the point of view of the author by considering alternative points of view or reasons by remaining fair-minded and open to other interpretations.</li> <li>3. Develop and apply appropriate criteria to evaluate the quality of communication by: <ul style="list-style-type: none"> <li>• using knowledge of language structure and literary or media techniques</li> <li>• drawing conclusions based on evidence, reasons, or relevant information</li> <li>• considering the implications, consequences, or impact of those conclusions</li> </ul> </li> </ol>

7	<ol style="list-style-type: none"> <li>1. Use the problem-solving process to refine understanding by: <ul style="list-style-type: none"> <li>• analyzing problems and solutions within various texts and situations</li> <li>• utilizing the problem-solving process within various contexts and situations</li> <li>• constructing essays and presentations that respond to a given problem by proposing a solution that includes relevant details</li> </ul> </li> <li>2. Refine critical thinking skills and develop criteria that evaluate arguments and judgments by: <ul style="list-style-type: none"> <li>• stating a firm judgment</li> <li>• justifying the judgment with logical, relevant reasons, clear examples, and supporting details</li> <li>• creating an organizing structure appropriate to purpose, audience, and context</li> </ul> </li> <li>3. Determine how the use of literary devices, such as personification, metaphor, simile, and alliteration, convey the author’s intent.</li> <li>4. Interpret universal themes, values, and conflicts in a selection.</li> </ol>
8	<ol style="list-style-type: none"> <li>1. Create a research product in both written and presentation form by: <ul style="list-style-type: none"> <li>• determining purpose, audience, and context</li> <li>• choosing a relevant topic</li> <li>• selecting a presentation format (e.g., video, essay, interactive technology)</li> <li>• evaluating information for extraneous detail, inconsistencies, relevant facts, and organization</li> <li>• researching and organizing information to achieve purpose using notes and memory aides to structure information</li> <li>• supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources</li> <li>• citing sources used</li> <li>• employing graphics, charts, diagrams, and graphs to enhance communication</li> </ul> </li> <li>2. Analyze the inferences and conclusions from fictional and non-fictional contexts, events, characters, settings, and themes.</li> </ol>

**9-12 Benchmark I-C: Demonstrate critical thinking skills to evaluate information and solve problems**

Grade	Performance Standards
9	<ol style="list-style-type: none"> <li>1. Examine texts for arguments and develop informed opinions by: <ul style="list-style-type: none"> <li>• examining relevant reason and evidence</li> <li>• noting the progression of ideas that substantiate the proposal</li> <li>• analyzing the style, tone, and use of language for a particular effect</li> <li>• identifying and analyzing personal, social, historical, or cultural influences, contexts, or biases</li> <li>• identifying and analyzing rhetorical strategies that support proposals</li> </ul> </li> <li>2. Support informed opinions by providing relevant and convincing reasons, using various types of evidence, language, and organizational structure, and demonstrating an awareness of possible questions, concerns, or counter-arguments.</li> <li>3. Create and use criteria to evaluate the effectiveness of communication.</li> <li>4. Represent abstract information (e.g., concepts, generalizations) as explicit mental pictures.</li> </ol>

<p><b>10</b></p>	<p>1. Examine controversial issues by:</p> <ul style="list-style-type: none"> <li>• sharing and evaluating personal response</li> <li>• researching and summarizing data</li> <li>• developing a framework in which to discuss the issue (creating the context)</li> <li>• compiling personal responses and researched data to organize the argument</li> <li>• presenting data in various forms (e.g., graph, essay, speech, video)</li> </ul> <p>2. Critically interpret and evaluate experiences, literature, language, and ideas by:</p> <ul style="list-style-type: none"> <li>• making generalizations supported by specific references</li> <li>• reflecting on observations and their relationship to a current viewpoint</li> <li>• distinguishing fact from fiction and recognizing personal bias</li> </ul> <p>3. Identify critical questions that would lead to a broader understanding of a selection.</p> <p>4. Identify complex literary terms and find examples in text.</p> <p>5. Read critically and independently to draw conclusions from research.</p>
<p><b>11</b></p>	<p>1. Use language persuasively in addressing a particular issue by:</p> <ul style="list-style-type: none"> <li>• finding and interpreting information effectively</li> <li>• recognizing propaganda as a purposeful technique</li> <li>• establishing and defending a particular perspective</li> <li>• responding respectfully to viewpoints and biases</li> </ul> <p>2. Use critical analysis to gain meaning, develop thematic connections, and synthesize ideas by:</p> <ul style="list-style-type: none"> <li>• examining the functions and effects of narrative strategies (e.g., plot, conflict, suspense, point of view, characterization, dialogue)</li> <li>• interpreting effects of figures of speech and the effects of sounds</li> <li>• analyzing stylistic features such as word choice and links between sense and sound</li> <li>• identifying ambiguity, contradiction, irony, parody, and satire</li> <li>• demonstrating how selections reflect the cultures that shaped them.</li> </ul> <p>2. Analyze overall effectiveness of one's own writing.</p>
<p><b>12</b></p>	<p>1. Research, define, and present issues of public concern by:</p> <ul style="list-style-type: none"> <li>• using a variety of resources such as media centers, on-line resources, interviews, and personal reflection</li> <li>• specifying the nature of an issue, including claims made and the reasoning that supports those claims</li> <li>• organizing and delivering a presentation that specifies reasons for the claim and makes a clear stance on the issue.</li> </ul> <p>2. Identify and analyze the philosophical assumptions and basic beliefs underlying an author's work.</p> <p>3. Analyze the effects on a text of the attitudes and values of a period in which the text was written.</p>

# Language Arts

**Strand: Reading and Listening for Comprehension**

**Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.**

**K-4 Benchmark I-D: Acquire reading strategies**

Grade	Performance Standards
<b>K</b>	<ol style="list-style-type: none"> <li>1. Demonstrate phonemic awareness and knowledge of alphabetic principles by:               <ul style="list-style-type: none"> <li>• Demonstrating understanding that spoken language is a sequence of identifiable speech sounds</li> <li>• Demonstrating understanding that the sequence of letters in the written word represents the sequence of sounds in the spoken word</li> <li>• Demonstrating understanding the sounds of letters and the understanding that words contain similar sounds</li> </ul> </li> <li>2. Demonstrate decoding and word recognition strategies and skills by:               <ul style="list-style-type: none"> <li>• Recognizing and naming upper and lower case letters of the alphabet</li> <li>• Recognizing common words and signs by sight</li> <li>• Recognizing beginning consonant letter-sound associations in one-syllable words</li> </ul> </li> <li>3. Read or attempt to read own dictated story.</li> <li>4. Attempt to read simple patterned text, and predict texts using letter-sound knowledge and pictures to construct meaning.</li> <li>5. Use appropriate nouns to name objects.</li> </ol>
<b>1</b>	<ol style="list-style-type: none"> <li>1. Develop phonemic awareness and knowledge of alphabetic principles by:               <ul style="list-style-type: none"> <li>• Blending the phonemes of one-syllable words</li> <li>• Segmenting the phonemes of one-syllable words</li> <li>• Changing the beginning, middle, and ending sounds to produce new words</li> </ul> </li> <li>2. Demonstrate decoding and word recognition strategies and skills by:               <ul style="list-style-type: none"> <li>• Using phonics knowledge and sound-letter relationships to decode regular one-syllable words</li> <li>• Recognizing high-frequency and common irregularly spelled words in text (e.g., whole, two, where, said, have)</li> </ul> </li> <li>3. Read aloud with fluency and comprehension grade-level text.</li> <li>4. Use pronunciation, sentence meaning, story meaning, and syntax to confirm accurate decoding or to self-correct errors.</li> <li>5. Increase vocabulary through reading, listening, and interacting.</li> </ol>

<b>2</b>	<ol style="list-style-type: none"> <li>1. Decode unknown words using basic elements of phonetic analysis (e.g., common letter-sound relationships) and structural analysis (e.g., syllables, suffixes, prefixes, root words).</li> <li>2. Read most high-frequency and irregularly spelled words.</li> <li>3. Self-monitor decoding by using letter-sound knowledge of all consonants and vowels.</li> <li>4. Apply knowledge of all sources of information (e.g., meaning, language, graphophonics) to read new text independently.</li> <li>5. Read aloud with fluency and comprehension grade-level text.</li> <li>6. Increase vocabulary through reading, listening, and interacting.</li> </ol>
<b>3</b>	<ol style="list-style-type: none"> <li>1. Apply phonics and structural analysis to decode words (e.g., less common vowel patterns, syllable breaks).</li> <li>2. Apply context clues to decode unknown words.</li> <li>3. Use reference materials (e.g., glossary, dictionary, thesaurus) to confirm decoding skills, verify spelling, and discover and extend meaning of words.</li> <li>4. Use a variety of strategies to comprehend text (e.g., re-read, read ahead, ask for help, adjust reading speed, question, paraphrase, retell).</li> <li>5. Read aloud with fluency and comprehension grade-level text.</li> <li>6. Increase vocabulary through reading, listening, and interacting.</li> </ol>
<b>4</b>	<ol style="list-style-type: none"> <li>1. Use word identification strategies appropriately and automatically when encountering words (e.g., graphophonic, syntactic, semantic).</li> <li>2. Identify key words and discover their relationships.</li> <li>3. Adjust speed of reading to suit purpose and difficulty of material.</li> <li>4. Read aloud with fluency and comprehension grade-level text.</li> <li>5. Increase vocabulary through reading, listening, and interacting.</li> </ol>

## 5-8 Benchmark I-D: Demonstrate competence in the skills and strategies of the reading process

Grade	Performance Standards
<b>5</b>	<ol style="list-style-type: none"> <li>1. Apply enabling strategies and skills to read by: <ul style="list-style-type: none"> <li>• expanding and refining vocabulary through wide reading, word study, content area study, writing process elements, writing as a tool, debate, discussions, seminars, and examining the author’s craft</li> <li>• using word reference materials</li> <li>• selecting key vocabulary critical to the text and applying appropriate meanings for understanding</li> <li>• reading independently to increase fluency and build background knowledge</li> </ul> </li> <li>2. Interact with the text by: <ul style="list-style-type: none"> <li>• making predictions</li> <li>• formulating questions</li> <li>• supporting answers from textual information, previous experience, and/or other sources</li> <li>• drawing on personal, literary, and cultural understandings</li> <li>• seeking additional information</li> </ul> </li> <li>3. Read a variety of texts (e.g., fiction, nonfiction, newspaper and magazine articles, poetry, drama)</li> <li>4. Choose materials to read independently, identifying the main ideas and significant details, and determine the correct sequence of events or information.</li> </ol>
<b>6</b>	<ol style="list-style-type: none"> <li>1. Increase fluency, comprehension, and insight through meaningful and comprehensive reading instruction by: <ul style="list-style-type: none"> <li>• using effective reading strategies to match type of text</li> <li>• reading self-selected literature and other materials of individual interest</li> <li>• reading selections and other materials assigned</li> <li>• discussing selections in teacher-student discussions and small groups</li> <li>• taking an active role in whole-class seminars</li> <li>• discussing and analyzing the effects on texts of literary devices, such as figurative language, dialogue and flashback</li> <li>• interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style</li> <li>• investigating examples of distortion and stereotype</li> <li>• recognizing underlying messages in order to identify recurring themes</li> </ul> </li> <li>2. Generate questions to be answered while reading and reflect on what has been learned after reading.</li> <li>3. Use specific strategies to clear up confusing parts of a text (e.g., re-read the text, consult another source, ask for help).</li> <li>4. Follow oral and written directions for a procedure.</li> <li>5. Use knowledge of punctuation to assist in comprehension.</li> </ol>
<b>7</b>	<ol style="list-style-type: none"> <li>1. Respond to various texts and literary selections using interpretive and evaluative reading processes by: <ul style="list-style-type: none"> <li>• reading a variety of literary and other texts(e.g., mysteries, novels, science fiction, historical documents, newspapers, skits, lyric poems)</li> <li>• analyzing what specific characteristics of literary works (fiction, nonfiction, drama, and poetry) have on the meaning of the work</li> <li>• analyzing what impact literary elements have on the meaning of the text, such as the influence of setting on the problem and its resolution</li> </ul> </li> <li>2. Understand stories and expository texts from the perspective of the attitudes and values of the time period in which they were written.</li> <li>3. Accurately identify author’s purpose and perspective.</li> <li>4. Use knowledge of context and vocabulary to understand informational text.</li> </ol>

<b>8</b>	<ol style="list-style-type: none"><li>1. Analyze the purpose of the author or creator and the impact of that purpose by evaluating biases, messages, and underlying assumptions of a variety of texts and media.</li><li>2. Analyze and evaluate themes and central ideas in literary and other texts in relation to personal and societal issues.</li><li>3. Recognize when information presented in a text is new knowledge and describe how it can be used.</li><li>4. Use the various parts of a text to locate specific information (index, table of contents, glossary)</li><li>5. Identify the topic sentence in a reading selection.</li><li>6. Independently apply the reading process and strategies to a variety of literary and informational texts and use the defining features and structures of those works to understand main elements, perspective, and style.</li></ol>
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**9-12 Benchmark I-D: Apply knowledge of reading process to evaluate print, non-print, and technology-based information.**

<b>Grade</b>	<b>Performance Standards</b>
<b>9</b>	<ol style="list-style-type: none"> <li>1. Explain meaning, describe processes, and answer research questions to inform others by: <ul style="list-style-type: none"> <li>• demonstrating the ability to read and listen to explanatory texts using appropriate preparation, engagement, and reflection</li> <li>• demonstrating comprehension of major ideas</li> <li>• summarizing major steps</li> <li>• determining accuracy and clarity of the selection</li> </ul> </li> <li>2. Demonstrate increasing comprehension and ability to respond personally to texts by selecting and exploring a wide range of literary forms.</li> <li>3. Accurately interpret information from and detect inconsistencies in a variety of informational, literary, and technical texts.</li> <li>4. Scan reading selections to determine whether a text contains relevant information.</li> <li>5. Use discussion with peers as a way of understanding information.</li> <li>6. Effectively use a variety of interactive technologies to enhance understanding of reading selections (e.g., internet, email, CD-ROM, on-line publications, digital images, video).</li> </ol>
<b>10</b>	<ol style="list-style-type: none"> <li>1. Pose questions prompted by text and research answers by: <ul style="list-style-type: none"> <li>• accessing cultural information or explanations from print and non-print media sources</li> <li>• prioritizing and organizing information to construct a complete and reasonable explanation</li> </ul> </li> <li>2. Analyze the ideas of others by identifying the ways in which writers: <ul style="list-style-type: none"> <li>• introduce and develop a main idea</li> <li>• choose and incorporate significant, supporting, relevant details</li> <li>• relate the structure/organization to the ideas</li> <li>• use effective word choice as a basis for coherence</li> <li>• achieve a sense of completeness and closure</li> </ul> </li> <li>3. Demonstrate increasing comprehension and ability to respond personally to texts by selecting and exploring a wide range of works that relate to an issue, author, or theme.</li> <li>4. Identify complex, implicit hierarchic structures in informational texts and relationships between the concepts and details in these structures.</li> </ol>
<b>11</b>	<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the conventions of language by: <ul style="list-style-type: none"> <li>• decoding vocabulary using knowledge Greek and Latin bases and affixes</li> <li>• discerning the relationship of word meanings between pairs of words in analogies (synonyms/antonyms, connotation/denotation)</li> <li>• contrasting use of language conventions of authors in different time periods</li> <li>• analyzing the power of standard usage over nonstandard usage in a variety of settings (e.g., job interviews, academic environment, public speaking)</li> </ul> </li> <li>2. Reorganize the concepts and details in informational texts in new ways and describe the advantages and disadvantages of the new organization.</li> <li>3. Recognize how new information changes one's personal knowledge base.</li> <li>4. Understand complex dialogues and analyze the stylistic effect of those dialogues on a selection, including interpreting culturally specific ambiguities, subtleties, contradictions, ironies, and nuances.</li> <li>5. Accurately interpret information presented in a technical format (e.g., charts, diagrams, tables).</li> <li>6. Use an array of media and technologies to examine and comprehend information.</li> </ol>

**12**

1. Read a wide variety of informational and literary texts and selections to:
  - understand and express reflections and reactions to print and non-print text, as well as, personal experience
  - inform an audience
  - develop an argument to support an issue or position
  - conduct research and make in-depth analyses of information
  - synthesize ideas and generate new understanding to increase a knowledge base
2. Demonstrate an understanding of a variety of different cultural perspectives through selected literary works.
3. Analyze recurring themes and patterns in literary selections and oral traditions of other cultures.
4. Identify and select appropriate text for a specific task using an array of advanced technologies (e.g., web resources, interactive media, software, email, networks).

# Language Arts

**Strand: Writing and Speaking for Expression**

**Content Standard II: Students will communicate effectively through speaking and writing.**

**K-4 Benchmark II-A: Demonstrate competence in speaking to convey information**

Grade	Performance Standards
<b>K</b>	<ol style="list-style-type: none"> <li>1. Retell, reenact, or dramatize stories or parts of stories, including personal events.</li> <li>2. Use correct words to name objects or tell actions.</li> <li>3. Use speaking skills to connect experiences by:               <ul style="list-style-type: none"> <li>• listening to and retelling stories</li> <li>• discussing and dramatizing stories</li> <li>• discovering relationships</li> <li>• taking turns, expressing ideas, and asking questions</li> </ul> </li> <li>4. Use a variety of sentence patterns.</li> <li>5. Ask questions to resolve confusion about a topic.</li> <li>6. Clarify and sort words by general categories.</li> </ol>
<b>1</b>	<ol style="list-style-type: none"> <li>1. Read aloud with fluency and comprehension grade-level text.</li> <li>2. Engage in discussions resulting in written products.</li> <li>3. Select and use new vocabulary and language structures (e.g., retelling, using exclamatory phrases to express emotional response to events or ideas).</li> </ol>
<b>2</b>	<ol style="list-style-type: none"> <li>1. Increase vocabulary by listening and discussing responses to literature that is read and heard.</li> <li>2. Explain and describe new concepts and information in own words.</li> <li>3. Use oral communication to identify, organize, and analyze information.</li> <li>4. Respond appropriately when participating in discussions by adapting language and non-verbal behaviors to the situation.</li> <li>5. Identify and select an appropriate method to communicate, relevant to the audience and purpose.</li> <li>6. Read aloud with fluency and comprehension grade-level text.</li> </ol>
<b>3</b>	<ol style="list-style-type: none"> <li>1. Present information in a logical manner with a clear main point.</li> <li>2. Sustain conversation on a topic.</li> <li>3. Answer open-ended questions.</li> <li>4. Explain own learning.</li> <li>5. Read aloud with fluency and comprehension grade-level text.</li> </ol>

<b>4</b>	<ol style="list-style-type: none"> <li>1. Actively contribute to a discussion.</li> <li>2. Use language to: <ul style="list-style-type: none"> <li>• present information and ideas clearly and concisely</li> <li>• interview</li> <li>• solve problems</li> <li>• make decisions</li> </ul> </li> <li>3. Make oral presentations, using technologies when appropriate, with an awareness of audience and purpose.</li> <li>4. Use appropriate non-verbal communication while giving presentations.</li> <li>5. Read aloud with fluency and comprehension grade-level text.</li> </ol>
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**5-8 Benchmark II-A: Use speaking as an interpersonal communication tool**

<b>Grade</b>	<b>Performance Standards</b>
<b>5</b>	<ol style="list-style-type: none"> <li>1. Read aloud grade-level text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.</li> <li>2. Use language to: <ul style="list-style-type: none"> <li>• formulate hypotheses</li> <li>• evaluate information and ideas</li> <li>• present and support arguments</li> <li>• influence the thinking of others</li> </ul> </li> <li>3. Make presentations to inform or persuade, selecting vocabulary for impact.</li> </ol>
<b>6</b>	<ol style="list-style-type: none"> <li>1. Assume a variety of roles in group discussions (e.g., active listener, discussion leader, facilitator, reporter/synthesizer).</li> <li>2. Clarify, illustrate, and expand upon topics in discussions.</li> <li>3. Use oral clues to indicate levels of certainty (e.g., “what if,” “very likely,” “I’m unsure of”).</li> </ol>
<b>7</b>	<ol style="list-style-type: none"> <li>1. Choose precise and engaging language, well suited to the topic and audience.</li> <li>2. Use figurative language and a variety of speech patterns.</li> <li>3. Choose between standard and non-standard English dialects as appropriate for the topic, purpose, and audience.</li> <li>4. Interact in group discussions by: <ul style="list-style-type: none"> <li>• offering personal opinions confidently without dominating</li> <li>• giving valid reasons that support opinions</li> <li>• soliciting and considering others’ opinions</li> </ul> </li> <li>5. Express individual perspective in response to personal, social, cultural, and historical issues.</li> </ol>
<b>8</b>	<ol style="list-style-type: none"> <li>1. Present similar content for various purposes and to different audiences showing appropriate changes in delivery.</li> <li>2. Create and present arguments that persuade by: <ul style="list-style-type: none"> <li>• engaging the audience by establishing a context, creating a persona, and developing interest</li> <li>• developing an idea that makes a clear and informed conclusion</li> <li>• arranging details, reasons, and examples persuasively</li> <li>• anticipating and addressing reader/listener concerns and counter-arguments</li> </ul> </li> <li>3. Identify formal and informal speaking contexts that are reflected in slang, jargon, and different language styles.</li> </ol>

**9-12 Benchmark II-A: Communicate information in a coherent and persuasive manner using verbal and non-verbal language**

<b>Grade</b>	<b>Performance Standards</b>
<b>9</b>	<ol style="list-style-type: none"> <li>1. Evaluate personal effectiveness in group discussions and make corrections as necessary.</li> <li>2. Ask questions to broaden and enrich discussions.</li> <li>3. Express an informed opinion that clearly states a personal view, is logical and coherent, and engages the reader's interest.</li> <li>4. Support an informed opinion by using appropriate language, reason, and organizational structure for the audience and purpose.</li> </ol>
<b>10</b>	<ol style="list-style-type: none"> <li>1. Produce responses to editorials/literature for a neutral audience by providing: <ul style="list-style-type: none"> <li>• a clearly stated position or proposed solution</li> <li>• relevant, reliable support</li> </ul> </li> <li>2. Make well-informed and well-organized formal presentations with a clear main point, adjusting the message, wording, and delivery to the particular audience and context.</li> <li>3. Defend argumentative positions on literary and non-literary issues by: <ul style="list-style-type: none"> <li>• sharing and evaluating initial personal response</li> <li>• presenting researched and summarized information</li> <li>• creating a context to discuss the issue</li> <li>• researching and compiling data to organize the argument</li> <li>• presenting data</li> </ul> </li> </ol>
<b>11</b>	<ol style="list-style-type: none"> <li>1. Use language persuasively in addressing a particular issue by: <ul style="list-style-type: none"> <li>• finding and interpreting information effectively</li> <li>• recognizing propaganda as a purposeful technique</li> <li>• establishing and defending a point of view</li> <li>• responding respectfully to viewpoints and biases</li> </ul> </li> <li>2. Identify, analyze, and evaluate criteria used for formal and informal discussions to determine how well others engage in discussion.</li> <li>3. Analyze differences in responses to focused group discussion in an organized and systematic way.</li> </ol>
<b>12</b>	<ol style="list-style-type: none"> <li>1. Develop oral formal presentations using clear enunciation, gestures, tone, vocabulary, and organization appropriate for a particular audience.</li> <li>2. Make explicit use of various techniques for effective presentations (e.g., voice, inflection, tempo, gestures).</li> <li>3. Organize and deliver an argument so that an intended audience will respond by: <ul style="list-style-type: none"> <li>• wording the claim clearly</li> <li>• specifying convincing reasons to support the claim</li> <li>• adopting a stance and appropriate tone toward the issue</li> </ul> </li> <li>4. Design and apply criteria for evaluating oral presentations and arguments before delivering them.</li> </ol>

# Language Arts

**Strand: Writing and Speaking for Expression**

**Content Standard II: Students will communicate effectively through speaking and writing.**

**K-4 Benchmarks II-B: Apply grammatical and language conventions to communicate**

Grade	Performance Standards
<b>K</b>	<ol style="list-style-type: none"> <li>1. Locate the title, table of contents, name of author, and illustrator of a text.</li> <li>2. Use pictures and context to make predictions about story content.</li> <li>3. Connect information and events in a text to make predictions.</li> <li>4. Ask and answer questions about essential elements in a text.</li> <li>5. Recognize and make complete, coherent sentences when speaking.</li> <li>6. Share information and ideas using complete sentences.</li> <li>7. Develop spelling strategies and skills by:               <ul style="list-style-type: none"> <li>• representing spoken language with emergent and/or conventional spelling</li> <li>• writing most letters of the alphabet</li> <li>• analyzing sounds in a word and writing dominant consonant letters</li> </ul> </li> <li>8. Identify and use capital letters to write the word “I” and the first letter in own name.</li> </ol>
<b>1</b>	<ol style="list-style-type: none"> <li>1. Confirm predictions about what will happen next in a text by identifying key words.</li> <li>2. Use context to resolve ambiguities about word and sentence meaning.</li> <li>3. Relate prior knowledge to textual information.</li> <li>4. Use phonetic knowledge and basic patterns to spell correctly three- and four-letter words.</li> <li>5. Apply phonics to write independently, using emergent and/or conventional spelling.</li> <li>6. Write all upper and lower case letters of the alphabet using correct letter formation.</li> <li>7. Use complete sentences to write simple text.</li> <li>8. Use basic capitalization and punctuation for:               <ul style="list-style-type: none"> <li>• first word in a sentence</li> <li>• proper names</li> <li>• period to end declarative sentence</li> <li>• question mark to end interrogative sentence</li> </ul> </li> <li>9. Self-monitor composition by using re-reading and peer conferences.</li> </ol>

<p><b>2</b></p>	<ol style="list-style-type: none"> <li>1. Write compositions that show proper use of pronouns, adjectives, adverbial forms, and coordinating conjunctions.</li> <li>2. Spell correctly using: <ul style="list-style-type: none"> <li>• previously studied words</li> <li>• spelling patterns</li> <li>• analysis of sounds</li> </ul> </li> <li>3. Identify format and mechanics in own writing.</li> <li>4. Use capitalization, punctuation, and paragraphs in own writing.</li> <li>5. Use subject, predicate, and modifiers in sentences.</li> <li>6. Use editing to check and confirm correct use of conventions for complete sentences, correct word order in sentences and punctuation.</li> <li>7. Use letter formation, lines, and spaces to create readable documents.</li> <li>8. Use plural forms of commonly used nouns and common age-appropriate contractions.</li> <li>9. Use titles, tables, index, and chapter headings to locate information in expository text.</li> <li>10. Speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.</li> </ol>
<p><b>3</b></p>	<ol style="list-style-type: none"> <li>1. Use correct subject/verb agreement.</li> <li>2. Use correct capitalization and punctuation.</li> <li>3. Use a variety of complete sentences (declarative, imperative, interrogative, and exclamatory) in writing and speaking.</li> <li>4. Compose two or more paragraphs with: <ul style="list-style-type: none"> <li>• topic sentences</li> <li>• supporting details</li> <li>• appropriate, logical sequence</li> <li>• sufficient elaboration</li> </ul> </li> <li>5. Use strategies for spelling (e.g., sound patterns, visual patterns, silent letters).</li> <li>6. Proofread own writing for spelling and edit (with assistance) for language conventions and format.</li> <li>7. Create readable documents with legible handwriting.</li> <li>8. Write compositions that have few significant errors in: <ul style="list-style-type: none"> <li>• use of pronouns</li> <li>• adjectives</li> <li>• adverbial forms</li> <li>• coordinating conjunctions</li> </ul> </li> <li>9. Create and deliver recitations and presentations about familiar experiences or interests that are organized around a coherent statement.</li> <li>10. Demonstrate a command of standard English when speaking.</li> </ol>

**4**

1. Use simple and compound sentences in writing and speaking.
2. Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.
3. Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.
4. Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.
5. Use underlining, quotation marks, or italics to identify titles of documents.
6. Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, proper nouns, and the first word in quotations when appropriate.
7. Spell correctly roots, inflections, affixes, and syllable constructions.
8. Compose multiple paragraphs with:
  - topic sentences
  - specific, relevant details
  - logical progression and movement of ideas
  - coherence
  - elaboration
  - concluding statement related to topic
9. Speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

## 5-8 Benchmarks II-B: Apply grammatical and language conventions to communicate

Grade	<b>Performance Standards</b>
<b>5</b>	<ol style="list-style-type: none"> <li>1. Write sentences that use: <ul style="list-style-type: none"> <li>• independent and dependent clauses</li> <li>• transitions</li> <li>• conjunctions to connect ideas</li> </ul> </li> <li>2. Identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).</li> <li>3. Use colons and quotation marks correctly.</li> <li>4. Spell most commonly used words accurately using a multi-strategy approach to learn new spellings.</li> <li>5. Edit final product for grammar, language conventions, and format.</li> <li>6. Create and deliver focused, coherent presentations that convey ideas clearly and relate to the background and interest of the audience using a variety of media.</li> <li>7. Evaluate the content of oral communication.</li> </ol>
<b>6</b>	<ol style="list-style-type: none"> <li>1. Use simple, compound, complex, and compound-complex sentences.</li> <li>2. Use effective coordination and subordination of ideas to express complete thoughts.</li> <li>3. Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses to convey appropriate meaning.</li> <li>4. Use verbs that agree with compound subjects.</li> <li>5. Punctuate using commas that link two clauses with a conjunction in compound sentences.</li> <li>6. Correctly spell frequently misspelled words (e.g., there, their, they're).</li> <li>7. Demonstrate an awareness of language conventions and usage during oral presentations.</li> <li>8. Identify and correct errors in everyday speech.</li> <li>9. Support opinions expressed with detailed evidence and with visual or media displays that use appropriate technologies.</li> </ol>
<b>7</b>	<ol style="list-style-type: none"> <li>1. Place modifiers properly and use the active voice.</li> <li>2. Identify and use infinitives and participles and make clear references between pronouns and antecedents.</li> <li>3. Identify all parts of speech and types and structure of sentences.</li> <li>4. Punctuate by correctly using hyphens, dashes, brackets, and semicolons.</li> <li>5. Spell derivatives correctly by applying the spellings of bases and affixes.</li> <li>6. Use a variety of sentences correctly by punctuating them properly and avoiding fragments and run-ons.</li> <li>7. Apply the parts of speech to clarify language usage.</li> <li>8. Choose language that is precise, engaging, and well suited to the topic and audience in a variety of oral presentations.</li> <li>9. Use figurative language and varying speech patterns to convey meaning.</li> <li>10. Analyze the effect on the viewer of images, text, and sound in electronic journalism.</li> <li>11. Provide constructive feedback to a speaker concerning a speech's content, delivery, and overall impact.</li> <li>12. Proofread, listen to, and monitor self to correct errors.</li> </ol>

<b>8</b>	<ol style="list-style-type: none"> <li>1. Use correct and varied sentence types and sentence openings.</li> <li>2. Identify and use parallelism to present ideas in a series.</li> <li>3. Juxtapose items for emphasis.</li> <li>4. Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas.</li> <li>5. Evaluate the use of dialects in standard and non-standard English.</li> <li>6. Prepare an outline based upon a chosen pattern of organization to include an introduction; transitions, previews, summaries; a logically developed body; and an effective conclusion.</li> <li>7. Revise writing for word choice, appropriate organization, consistent point of view, and transitions between paragraphs, passages and ideas.</li> </ol>
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## 9-12 Benchmark II-B: Apply grammatical and language conventions to communicate

<b>Grade</b>	<b>Performance Standards</b>
<b>9</b>	<ol style="list-style-type: none"> <li>1. Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, participle), and mechanics of punctuation.</li> <li>2. Demonstrate understanding of sentence structure (e.g., parallel structure, subordination, proper placement of modifiers), and consistency of verb tense and voice.</li> <li>3. Demonstrate control of grammar, paragraph and sentence structure, diction, and syntax.</li> </ol>
<b>10</b>	<ol style="list-style-type: none"> <li>1. Demonstrate appropriate manuscript requirements that include title page, pagination, spacing and margins, and integration of source and support material (e.g., citations, reference lists, direct quotations) with appropriate punctuation and format.</li> <li>2. Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).</li> </ol>
<b>11</b>	<ol style="list-style-type: none"> <li>1. Demonstrate control of grammar, diction, paragraph, and sentence structure.</li> <li>2. Use a variety of technology tools to present information appropriate for the purpose and audience.</li> <li>3. Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments).</li> </ol>
<b>12</b>	<ol style="list-style-type: none"> <li>1. Demonstrate the ability to comprehensively, coherently, and concisely expound upon ideas.</li> </ol>

# Language Arts

**Strand: Speaking and Writing for Expression**

**Content Standard II: Students will communicate effectively through speaking and writing.**

**K-4 Benchmarks II-C: Demonstrate competence in the skills and strategies of the writing process**

Grade	Performance Standards
<b>K</b>	<ol style="list-style-type: none"> <li>1. Develop writing strategies and skills by:               <ul style="list-style-type: none"> <li>• representing spoken language with temporary or conventional spelling</li> <li>• writing most letters of the alphabet when they are dictated</li> <li>• analyzing sounds in a word and writing dominant consonant letters</li> <li>• using phonemic awareness and letter recognition to spell independently (standard or emergent spelling)</li> </ul> </li> <li>2. Dictate a story based on one's own experience with a beginning, middle, and an end.</li> <li>3. Write to express own meaning.</li> <li>4. Write own name and names of others.</li> </ol>
<b>1</b>	<ol style="list-style-type: none"> <li>1. Write by using an author's model of language and extending the model (e.g., writing different endings for the story, composing an innovation of a poem).</li> <li>2. Compose a variety of products (e.g., short stories, letters, simple poems, descriptions, journal entries).</li> <li>3. Write descriptions of familiar persons, places, or objects.</li> <li>4. Compose fairly readable first drafts using appropriate parts of the writing process (some attention to planning, drafting, re-reading for meaning, and some self-correction).</li> <li>5. Begin to utilize conventional spelling.</li> </ol>
<b>2</b>	<ol style="list-style-type: none"> <li>1. Plan and make judgments about what to include in written products (e.g., narratives of personal experiences, creative stories, skits based on familiar stories/experiences).</li> <li>2. Compose first drafts using the writing process and revise to clarify and refine (improve sequence, provide more descriptive detail, add variety of sentence types).</li> <li>3. Write structured, informative presentations and narratives when given help with organization.</li> <li>4. Begin to assist others to edit writing.</li> <li>5. Produce a variety of types of composition (e.g., stories, reports, correspondence) using media and technology to enhance the presentation/narrative for an audience for a specific purpose.</li> </ol>

<p><b>3</b></p>	<ol style="list-style-type: none"> <li>1. Compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plans.</li> <li>2. Compose a variety of fiction, non-fiction, poetry, and drama selections using self-selected topics and multimedia forms (e.g., poems, simple narratives, short reports, learning logs, letters, notes, directions, instructions).</li> <li>3. Suggest and implement reflection and revision (with assistance) on target elements by: <ul style="list-style-type: none"> <li>• clarifying ideas</li> <li>• adding descriptive words and phrases</li> <li>• sequencing events and ideas</li> <li>• combining short, related sentences</li> <li>• strengthening word choice</li> </ul> </li> <li>4. Begin to incorporate literary words and language patterns in writing (e.g., elaborate descriptions, use figurative wording).</li> <li>5. Combine information from multiple sources, using technology as a tool, in writing reports and stories.</li> <li>6. Write stories and essays that show an awareness of an intended audience and purpose.</li> </ol>
<p><b>4</b></p>	<ol style="list-style-type: none"> <li>1. Produce a variety of written compositions using: <ul style="list-style-type: none"> <li>• descriptive writing (e.g., using relevant details and ideas that figuratively recreate an event or experience)</li> <li>• narrative writing (e.g., using sequence, point of view, and character to tell a story)</li> <li>• expository writing (e.g., identifies and stays on the topic; develops the topic with simple facts, details, examples, explanations)</li> </ul> </li> <li>2. Use planning strategies that generate topics and organize ideas (e.g., brainstorming, mapping, webbing, reading, discussion).</li> <li>3. Focus revision on: <ul style="list-style-type: none"> <li>• sequence of events and ideas</li> <li>• transitional words</li> <li>• sentence patterns</li> </ul> </li> </ol>

## 5-8 Benchmarks II-C: Demonstrate competence in the skills and strategies of the writing process

Grade	Performance Standards
<b>5</b>	<ol style="list-style-type: none"> <li>1. Produce a variety of written products that demonstrate competence in: <ul style="list-style-type: none"> <li>• persuasive writing (e.g., states a clear position, elaborates on the position with reasons, examples, information and other evidence)</li> <li>• autobiographical writing</li> <li>• essays that speculate on cause and effect</li> </ul> </li> <li>2. Apply the writing process through: <ul style="list-style-type: none"> <li>• pre-writing</li> <li>• creating a rough draft</li> <li>• revising for clarity of thought and focused communication</li> <li>• editing</li> <li>• publishing and sharing of final product</li> </ul> </li> <li>3. Create journals, notes, stories, reports, and letters using appropriate formats and multimedia technologies to communicate to an audience for a specific purpose.</li> <li>4. Focus revision on creating simple and/or complex sentences for clarity and impact and on developing a lead, characters, or mood.</li> </ol>
<b>6</b>	<ol style="list-style-type: none"> <li>1. Compose a variety of writings that express individual perspectives drawn from personal or related experience by: <ul style="list-style-type: none"> <li>• drafting, revising, editing, and proofreading own written work</li> <li>• using direct feedback from peers to revise content</li> <li>• writing for public and private audiences</li> </ul> </li> <li>2. Demonstrate competence in writing essays that present problems and solutions (e.g., identifies and defines the problem, describes a solution clearly and convincingly, presents logical and well-supported reasons).</li> <li>3. Produce writings that incorporate a definite voice of the author appropriate to the writing purpose.</li> <li>4. Use electronic media to effectively communicate with others.</li> </ol>
<b>7</b>	<ol style="list-style-type: none"> <li>1. Express individual perspectives in written response to personal, social, cultural, and historical issues.</li> <li>2. Differentiate shades of meaning and multiple meanings of words.</li> <li>3. Produce research reports and technical writings that communicate information effectively to a specific audience.</li> <li>4. Compose a variety of writings that develop sentence fluency to communicate ideas and information clearly using a variety of multimedia technologies.</li> </ol>
<b>8</b>	<ol style="list-style-type: none"> <li>1. Describe the significance of the subject to the author.</li> <li>2. Demonstrate competence in writing by using specific strategies (e.g., tension, suspense, eliminating extraneous details, inconsistencies).</li> <li>3. Create written arguments to persuade by: <ul style="list-style-type: none"> <li>• establishing context</li> <li>• creating a persona</li> <li>• developing interest</li> <li>• developing a controlling idea that makes a clear and knowledgeable judgment</li> <li>• arranging details, reasons, and examples effectively</li> <li>• anticipating and addressing reader/listener concerns</li> </ul> </li> </ol>

**9-12 Benchmarks II-C: Demonstrate competence in the skills and strategies of the writing process to inform and persuade**

<b>Grade</b>	<b>Performance Standards</b>
<b>9</b>	<ol style="list-style-type: none"> <li>1. Use jargon and/or lingo appropriate for a specific purpose and audience.</li> <li>2. Use descriptive language to create images in the mind of the audience.</li> <li>3. Compose written arguments that develop and support informed opinions by: <ul style="list-style-type: none"> <li>• stating a progression of ideas</li> <li>• selecting appropriate style, tone, and use of language for a particular effect</li> <li>• describing and analyzing personal, social, historical, or cultural influences</li> <li>• presenting rhetorical strategies to support the proposal</li> </ul> </li> <li>4. Analyze the origins and meanings of common, learned, and foreign words used frequently in written English.</li> </ol>
<b>10</b>	<ol style="list-style-type: none"> <li>1. Write to stimulate the emotions of the reader.</li> <li>2. Clearly articulate a position through the use of a thesis statement, anticipate and deal with counter-arguments, and develop arguments using a variety of methods such as: <ul style="list-style-type: none"> <li>• examples and details</li> <li>• commonly accepted beliefs</li> <li>• expert opinions</li> <li>• quotations and citations</li> <li>• cause and effect</li> <li>• comparison and contrast reasoning</li> </ul> </li> <li>3. Differentiate among literal, figurative, and connotative meanings.</li> </ol>
<b>11</b>	<ol style="list-style-type: none"> <li>1. Use argument to: <ul style="list-style-type: none"> <li>• interpret researched information</li> <li>• establish and defend a point of view</li> <li>• address concerns of the opposition</li> <li>• use logical strategies (e.g., deductive and inductive reasoning, syllogisms, analogies)</li> <li>• use techniques (e.g., rhetorical devices, parallelism, hypothetical situation, irony, concrete images)</li> <li>• develop a sense of completion</li> </ul> </li> <li>2. Synthesize and organize information from a variety of sources in order to inform and persuade an audience.</li> <li>3. Analyze the works of others for: <ul style="list-style-type: none"> <li>• consistency of facts, ideas, tone, voice</li> <li>• development of argument or plot</li> <li>• clarity and conciseness</li> </ul> </li> </ol>

**12**

1. Use and apply grammatical, metaphorical, or rhetorical devices to inform and persuade others.
2. Use the elements of satire in persuasive writing.
3. Analyze own work for:
  - consistency of facts, ideas, tone, voice
  - development of argument or plot
  - clarity and conciseness

# Language Arts

## Strand: **Literature and Media**

**Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self.**

**K-4 Benchmarks III-A: Use language, literature, and media to gain and demonstrate awareness of cultures around the world**

Grade	Performance Standards
<b>K</b>	<ol style="list-style-type: none"> <li>1. Listen and respond to stories based on familiar themes and plots.</li> <li>2. Relate characters and events to their own life experiences.</li> <li>3. Demonstrate familiarity with stories and activities related to various ethnic groups and countries.</li> </ol>
<b>1</b>	<ol style="list-style-type: none"> <li>1. Increase vocabulary and understand expressions found in appropriate literary works.</li> <li>2. Identify the characters and simple story lines from selected myths and stories from around the world.</li> <li>3. Describe events related to other nations and/or cultures (e.g., writing, drama, constructions, drawing).</li> </ol>
<b>2</b>	<ol style="list-style-type: none"> <li>1. Identify characteristics common to members of various world cultures (e.g., language, dress, food, traditions, homes) as found in literary works.</li> <li>2. Increase vocabulary by listening to, reading, and responding to literary works.</li> <li>3. Identify cultural characteristics in literature and media.</li> <li>4. Demonstrate how similar themes are represented by different versions of stories from many cultures.</li> </ol>
<b>3</b>	<ol style="list-style-type: none"> <li>1. Use language and media to make connections between own experiences and the experiences of others (e.g., local stories, stories about local culture and history).</li> <li>2. Create and participate in responses to a variety of literature and media (e.g., dramatizations, presentations, fantasy plays).</li> <li>3. Identify and discuss similarities and differences in events and characters across examples of literature and media.</li> <li>4. Make informed judgments about the purpose of media productions.</li> </ol>
<b>4</b>	<ol style="list-style-type: none"> <li>1. Examine the reasons for characters' actions.</li> <li>2. Identify and examine characters' motives.</li> <li>3. Consider a situation or problem from different characters' point of view.</li> <li>4. Trace the exploits of character types across literature and media depicting various cultures.</li> </ol>

**5-8 Benchmarks III-A: Use language, literature, and media to understand various social and cultural perspectives**

Grade	Performance Standards
<b>5</b>	<ol style="list-style-type: none"> <li>1. Explain why similar character types are found in multiple cultures.</li> <li>2. Identify social/cultural values and beliefs reflected in literature and media.</li> <li>3. Identify archetypal patterns and symbols depicted through literature and media of various cultures.</li> </ol>
<b>6</b>	<ol style="list-style-type: none"> <li>1. Describe how characters' actions reflect their cultures.</li> <li>2. Respond to historically or culturally significant works of literature to develop an awareness of perspective(s).</li> <li>3. Examine connections between cultures worldwide and American society as depicted through literature and media.</li> </ol>
<b>7</b>	<ol style="list-style-type: none"> <li>1. Identify and analyze recurring themes (e.g., value of bravery, loyalty, friendship) across works from a variety of cultures.</li> <li>2. Analyze themes and central ideas in literature and media in relation to personal issues and experiences.</li> <li>3. Analyze a range of responses to literary works and determine the extent to which the literary characteristics of a society/culture shaped those responses.</li> </ol>
<b>8</b>	<ol style="list-style-type: none"> <li>1. Demonstrate familiarity with selected: <ul style="list-style-type: none"> <li>• classic literature</li> <li>• mythology</li> <li>• classic fiction and non-fiction</li> <li>• drama</li> </ul> </li> <li>2. Use literature and media to reflect on learning experiences by: <ul style="list-style-type: none"> <li>• evaluating personal perspectives and how they are influenced by society, cultural differences, and historical issues</li> <li>• appraising learning as change in perspective</li> <li>• evaluating personal circumstances and background that shape interaction with literature and media</li> </ul> </li> <li>3. Analyze a work of literature showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.</li> </ol>

**9-12 Benchmarks III-A: Use language, literature, and media to understand the role of the individual as a member of many cultures**

<b>Grade</b>	<b>Performance Standards</b>
<b>9</b>	<ol style="list-style-type: none"> <li>1. Compare words and symbols that express a universal theme and reflect upon personal perspective and response.</li> <li>2. Analyze the way in which literature and media are related to the themes and issues of their historical context.</li> <li>3. Respond to a variety of literary works and media (e.g., memoirs, vignettes, narratives, diaries, newspaper, movies) that offer an audience:               <ul style="list-style-type: none"> <li>• an understanding of a student’s personal reactions</li> <li>• a sense of how the reaction results from careful consideration of the text</li> <li>• an awareness of how personal and cultural influences affect the response</li> </ul> </li> </ol>
<b>10</b>	<ol style="list-style-type: none"> <li>1. Analyze actions that reflect motivations based on culture, personal history, environment, and society.</li> <li>2. Analyze the results of a character’s actions on the basis of the character’s culture and society.</li> <li>3. Describe the significance of selected works on societies and cultures.</li> </ol>
<b>11</b>	<ol style="list-style-type: none"> <li>1. Analyze the clarity and consistency of literary works or essays on a topic.</li> <li>2. Analyze arguments, concepts, and perspectives presented in literary works and media.</li> </ol>
<b>12</b>	<ol style="list-style-type: none"> <li>1. Analyze and interpret the significance of literary movements as indicators of societal movements and perspectives.</li> <li>2. Demonstrate how concepts and perspectives depicted in literature and media relate to the life experiences of the student.</li> </ol>

# Language Arts

## Strand: **Literature and media**

Content Standard III: **Students will use literature and media to develop an understanding of people, society, and the self**

### K-4 Benchmarks III-B: **Identify and use the types of literature according to their purpose and function**

Grade	Performance Standards
<b>K</b>	<ol style="list-style-type: none"> <li>1. Demonstrate familiarity with the types of books and selections (e.g., picture books, caption books, short informational texts, nursery rhymes, re-enactment of familiar stories).</li> <li>2. Demonstrate understanding of plots of different types of stories (e.g., songs, rhymes, fairy tales).</li> <li>3. Identify characters, setting, and important events.</li> </ol>
<b>1</b>	<ol style="list-style-type: none"> <li>1. Identify elements of plot and setting in a story.</li> <li>2. Demonstrate understanding (e.g., act out, draw, write, talk) of sequence and characterization in a story.</li> </ol>
<b>2</b>	<ol style="list-style-type: none"> <li>1. Identify differences between poetry and expository writing.</li> <li>2. Compare and contrast plots, settings, and characters presented by different authors.</li> <li>3. Identify the use of rhythm, rhyme, and alliteration in writing.</li> <li>4. Take part in creative responses to dramatizations, oral presentations, and fantasy plays.</li> </ol>
<b>3</b>	<ol style="list-style-type: none"> <li>1. Read and create a variety of text, including:               <ul style="list-style-type: none"> <li>• fiction (short stories, novels, fantasies, fairy tales, and fables)</li> <li>• non-fiction (biographies, letters, articles, essays)</li> <li>• poetry</li> <li>• drama (skits and plays)</li> </ul> </li> <li>2. Respond to fiction, non fiction, poetry, and drama using interpretive, critical, and evaluative processes by:               <ul style="list-style-type: none"> <li>• considering the differences among genres</li> <li>• relating plots, settings, and characters to own experiences and ideas</li> <li>• considering main character's point of view</li> <li>• participating in creative interpretations</li> <li>• making inferences and drawing conclusions about characters and events</li> </ul> </li> </ol>

<b>4</b>	<ol style="list-style-type: none"> <li>1. Identify beginning, middle, and end of a story.</li> <li>2. Describe the contextual differences of various forms of literature.</li> <li>3. Describe the reasons why an author would choose a particular genre.</li> <li>4. Compose fiction, non-fiction, poetry, and drama using self-selected and/or assigned topics and forms.</li> <li>5. Respond to fiction, non fiction, poetry, and drama using interpretive, critical, and evaluative processes by: <ul style="list-style-type: none"> <li>• analyzing author’s word choice and context</li> <li>• examining reasons for characters’ actions</li> <li>• identifying and examining characters’ motives</li> <li>• considering a situation or problems from different characters’ perspectives</li> </ul> </li> </ol>
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**5-8 Benchmarks III-B: Identify ideas and make connections among literary works**

Grade	Performance Standards
<b>5</b>	<ol style="list-style-type: none"> <li>1. Identify main conflict in a plot and describe how it is resolved.</li> <li>2. Contrast the actions and motives of characters in literary works.</li> <li>3. Explain the importance of a character’s actions to the plot and theme of a literary work.</li> </ol>
<b>6</b>	<ol style="list-style-type: none"> <li>1. Describe the author’s use of various techniques (e.g., appeal of characters, logic and credibility of plots and setting, use of figurative language, emotional impact) to influence readers’ perspectives.</li> <li>2. Identify the various themes in literary works.</li> <li>3. Compare and contrast print and non-print versions of a literary work.</li> </ol>
<b>7</b>	<ol style="list-style-type: none"> <li>1. Identify examples of distortion and stereotype in literary works.</li> <li>2. Identify recurring themes in literary works.</li> <li>3. Critique the credibility of characterization and the degree to which a plot is contrived or realistic.</li> </ol>
<b>8</b>	<ol style="list-style-type: none"> <li>1. Identify conflict, rising action, and resolution of conflict in a literary work.</li> <li>2. Describe how tone and meaning is conveyed in poetry and expository writing through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.</li> <li>3. Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) to understand the author’s meaning and perspective.</li> <li>4. Identify the defining characteristics of classic literature and themes.</li> </ol>

**9-12 Benchmarks III-B: Understand literary elements, concepts, and genres**

Grade	Performance Standards
<b>9</b>	<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of why certain literary works may be considered classics.</li> <li>2. Compare and contrast the presentation of similar themes across genres to explain how the selection of genre shapes the theme or topic.</li> <li>3. Make thematic connections between literary works and contemporary issues.</li> <li>4. Explain the effects of point of view on the reader's understanding of a literary work.</li> </ol>
<b>10</b>	<ol style="list-style-type: none"> <li>1. Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a literary work.</li> <li>2. Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).</li> <li>3. Analyze the ideas of others by identifying the ways in which writers:               <ul style="list-style-type: none"> <li>• introduce and develop a main idea</li> <li>• choose and incorporate relevant details</li> <li>• relate the organization to the ideas</li> <li>• use effective word choice as a basis for coherence</li> <li>• achieve a sense of completeness and closure</li> </ul> </li> </ol>
<b>11</b>	<ol style="list-style-type: none"> <li>1. Interpret culturally specific ambiguities, subtleties, contradictions, ironies, and nuances in literary works.</li> <li>2. Analyze ways in which writers use personification, figures of speech, and sounds to evoke readers' emotions and understanding.</li> </ol>
<b>12</b>	<ol style="list-style-type: none"> <li>1. Identify significant themes and concepts in literary works as they relate to the reader.</li> <li>2. Analyze thematic connections among literary works by using specific references to show how a theme is universal.</li> </ol>

## Language Arts Glossary

<b>Active Listening Skills</b>	Behaviors used to listen, attend to the person speaking, and to understand. These include, but are not limited to: facing the speaker, removing distractions, demonstrating attentiveness, asking questions, and summarizing.
<b>Analysis</b>	As an activity or a rhetorical strategy, to separate the parts of a whole and examine each part.
<b>Authentic Assessment</b>	Portfolio assessments, performance evaluators, open-ended exams, and other assessment instruments used to evaluate student performance on those work and life skills embodied in the Content Standards and Benchmarks.
<b>Benchmarks</b>	A statement of what all students should know and be able to do in a content area by the end of designated grades or levels. The grade groupings used for this purpose are kindergarten-grade 4; 5-grade 8, and 9-grade 12 checkpoints for evaluating progress towards achieving the content standards.
<b>Bias</b>	A personal belief or stance on a subject. In literature, bias is often tied to the author's point of view.
<b>Content Standards</b>	A broad description of the knowledge and skills students should acquire in a particular subject area.
<b>Criterion</b>	An established standard by which something may be judged or examined.
<b>Decoding</b>	A mental activity in which information is deconstructed into understandable or recognizable parts. An element of reading strategies.
<b>Descriptive Writing</b>	Writing that uses concrete and specific details that appeals to one or more of the reader's five senses.
<b>Dialogue</b>	A conversation between two individuals.
<b>Diction</b>	The use and choice of words in a piece of writing. Diction is also enunciation.
<b>Expository Writing</b>	Non-fiction essays writing.
<b>Graphophonics</b>	Connecting the sound of letters or words to the shape of letters or words.
<b>Jargon</b>	A vocabulary common to a particular field of work or group of people. For example, the language used by doctors to discuss their work is different to the language used by lawyers to discuss their work.
<b>Lingo</b>	Similar to jargon. A vocabulary used by a particular group.
<b>Meta-cognitive</b>	To understand how one knows or learns something. To understand the process one engages in to acquire knowledge.
<b>Multiple Assessments</b>	A variety of measures to evaluate acquisition of a skill.
<b>Narrative Writing</b>	A rhetorical strategy. Narrative writing tells a story or part of a story.
<b>Non-written Text</b>	Graphics, pictures, or any visual images that are an intricate part of the message of the text. Information delivered by means other than writing.
<b>Reliable</b>	Giving the same result on successive trials.

<b>Rhetorical Strategy</b>	The strategy or plan selected to effectively deliver the intended message in a written piece of work.
<b>Performance Standards</b>	Concrete examples and explicit definitions of what students have to know and be able to do to demonstrate that such students are proficient in the skills and knowledge framed in the content standards: <ul style="list-style-type: none"> <li>• degree or quality of student performance within content standards students are expected to achieve at grades K-4, 5-8, and 9-12; and</li> <li>• how adept or competent a student demonstration must be to indicate attainment of the benchmarks on the way to the content standard.</li> </ul>
<b>Perspective</b>	Sympathetic understanding or insight.
<b>Persuasion</b>	A rhetorical strategy. Persuasion works to enlighten a reader/listener about an alternative point of view or into changing his/her opinion on a subject.
<b>Point of View</b>	In literature, it is the position from which the story is told. In writing, it can be first (I, we), second (you), or third (he/she/it or they).
<b>Primary Source</b>	The main source used to defend a research question. For example, critical essays, documented studies, scholarly or technical journals, or interviews with experts. These sources show authority and thoroughness in discussion of a subject.
<b>Secondary Source</b>	The sources used to support the main source. For example, magazine articles or encyclopedia entries. These sources support the main ideas of the main source, but do not show the same authority and thoroughness in discussion of a subject.
<b>Slang</b>	Casual language. Informal English.
<b>Spiraling Framework</b>	Concepts and skills introduced and acquired at a particular time continue to be reinforced and enhanced.
<b>Strategy</b>	A systematic plan.
<b>Text</b>	A written, printed document.
<b>Valid</b>	Produces or relates to the intended results or goal.
<b>Vocabulary</b>	A list or collection of words and definitions, or the language used by a specific group.