

**English Language Arts
Grade Level Benchmarks
Strand I**

Strand I - Genre, Literature, and Understanding

Content Standard 8: All students will explore and use the characteristics of different types of texts, aesthetic, elements, and mechanics – including text structure, figurative and descriptive language, spelling, punctuation, and grammar – to construct and convey meaning.

Benchmark 8.2

Kindergarten: Identify narrative story elements (character, setting, problem, resolution, and lesson learned/theme) in a variety of genre such as folktales, drama, and narrative poetry.

One: Identify, discuss and label the story elements (character, setting, problem, resolution, events and lesson learned-theme) in a variety of genre such as folk tales, drama and narrative poetry.

Two: Identify and apply story elements (character, setting, problem, resolution, events, and lesson learned/theme) in a variety of genre such as narrative poetry, drama, and folktales.

Three: Introduce and develop elements of various narrative genres (to include storytelling, historical fiction, mystery and fantasy) to convey ideas and perspectives.

Four: Recognize (theme, plot, conflict and characterization) within narrative poetry, drama, storytelling, historical fiction, mystery, and fantasy.

Five: Identify and use the characteristics and story elements of various narrative genres to convey ideas and perspectives.

Six: Recognize and describe characteristics and narrative techniques of various narrative genres to convey ideas and perspectives.

Seven: Distinguish and apply various narrative techniques to convey ideas and perspectives. Examples include foreshadowing and flashback in poetry, science fiction, short stories, and novels.

Eight: Incorporate characteristics and narrative techniques of various narrative genres to convey personal ideas and perspectives. Discuss the effect these techniques have in various genres.

Nine: Identify and use characteristics of various narrative genre and complex elements of narrative technique to convey ideas and perspectives, with an emphasis upon the epic and the use of motif.

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Benchmark 8.3

Kindergarten: Explore various sources of informational genre to understand factual material.

One: Explore the characteristics of informational text and elements of expository text structure (examples include organizational patterns, major ideas, and details) to convey ideas.

Two: Explore the characteristics of informational text and elements of expository text structure (examples include organizational patterns, major ideas, and details) to convey ideas.

Three: Identify and gather specific information from a variety of informational genres and expository text to convey ideas.

Four: Identify and use characteristics of various informational genre (examples include periodicals, public television programs, textbooks, and encyclopedias) and elements of expository text structure (examples include organizational patterns, supporting details, and major ideas) to convey ideas.

Five: Identify and use characteristics of various informational genre (examples include periodicals, public television programs, textbooks, and encyclopedias) and elements of expository text structure (examples include organizational patterns, supporting details, and major ideas) to convey ideas.

Six: Recognize and describe characteristics of various informational genre (examples include biographies and newspapers) and elements of expository text structure (examples include multiple patterns of organization) to convey ideas.

Seven: Distinguish and apply characteristics of various informational genre (examples include biographies and newspapers, brochures, and persuasive arguments and essays) and elements of informational text structure (examples include multiple patterns of organization, relational links, and central purpose) to convey ideas.

Eight: Define and utilize characteristics of various informational genres (examples include biographies, newspapers, brochures, and persuasive arguments and essays). Describe and apply elements (central purpose, major ideas, supporting ideas) used in organizing informational texts to communicate meaning.

Nine: Distinguish and evaluate the characteristics of informational genre (examples include non-fiction essays, newspapers, documentaries, etc.) and complex elements of expository texts.

**English Language Arts
Grade Level Benchmarks
Strand I**

Strand I - Genre, Literature, and Understanding

Content Standard 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyments, and understanding of their individuality, our common heritage and common humanity, and the rich diversity of our society.

Benchmark 5.1

Kindergarten: Listen, view, and respond thoughtfully to classic and contemporary texts to discuss what they have learned

One: Select, read, listen to, view, and respond to quality text to seek enjoyment in both classic and contemporary literature.

Two: Select, read, listen to, view, and respond thoughtfully to recognized quality classic and contemporary texts to discuss what they have learned.

Three: Read, listen to, view, and respond thoughtfully to both classic and contemporary texts, including audios, videos, and artwork recognized for quality and literary merit.

Four: Select, read, listen to, view, and skillfully respond to both classic and contemporary texts.

Five: Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit. Examples include: Newberry Award winning, American Library Association recommended, and critically acclaimed books.

Six: Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.

Seven: Select, read, and listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit. Examples include: Newberry Award, Coretta Scott King Award, and ALA recipients.

Eight: Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit. Examples include: Newberry and ALA books.

Nine: Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.

**English Language Arts
Grade Level Benchmarks
Strand I**

Strand I - Genre, Literature, and Understanding

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Benchmark 5.2

Kindergarten: Discuss the similarities of plot and character in literature and other texts from around the world.

One: Describe and discuss similarities of plot and character found in multicultural literature.

Two: Describe and discuss the similarities of plot and character found in multicultural literature.

Three: Describe and discuss the shared human experiences depicted in literature and other texts from around the world. Examples include birth, survival, heroism, and friendship.

Four: Describe and discuss the shared human experiences depicted in literature and other texts from around the world. Examples include birth, survival, heroism, and friendship.

Five: Describe and discuss the shared human experiences depicted in literature and other texts from around the world. Examples include birth, survival, death, heroism, friendship, and love.

Six: Describe and discuss shared issues in the human experience that appear in literature and other texts from around the world. Examples include quests for happiness, coming of age, and accepting diversity.

Seven: Describe and discuss shared issues in the human experience that appear in literature and other texts from around the world. Examples include quests for happiness, coming of age, and accepting diversity.

Eight: Describe and discuss shared issues in the human experience that appear in literature and other texts from around the world. Examples include quest for happiness and service to others.

Nine: Describe and discuss archetypal human experiences (examples include falling in love, struggling against fate, and the pitfalls of pride, coming of age) that appear in literature and other texts from around the world.

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Benchmark 5.3

Kindergarten: Explore how characters in literature and other texts can represent members of several different communities.

One: Identify how characters in literature and other texts can represent members of several different communities.

Two: Describe how characters in literature and other texts can represent members of several different communities.

Three: Identify positive and negative images of characters and communities portrayed in literature, videos, audios, artwork and other media.

Four: Recognize that literary characters represent real life in both positive and negative aspects.

Five: Demonstrate awareness that characters and communities in literature and other texts reflect life by portraying both positive and negative images.

Six: Identify and discuss how the conflict among characters, communities, and themes in literature and other text are related to one's own experience.

Seven: Discuss how the conflicts among characters, communities, themes, and issues in literature and other oral, written, and visual texts are related to one's own experience.

Eight: Examine how the tensions among characters, communities, themes, and issues in literature and other texts are related to one's own experience.

Nine: Compare and contrast how the tensions among characters, communities, themes, and issues in literature and other texts relate to similar situations in their own lives and the lives of others.

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Grade Level Benchmarks
Strand I**

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Benchmark 5.4

Kindergarten: Recognize that different cultures are represented in literature and text.

One: Recognize that different cultures are represented in literature and text.

Two: Recognize that different cultures are represented in literature and text (i.e. food, beliefs, clothing, music, geographical features).

Three: Describe how various cultures and our common heritage are represented in literature and other texts.

Four: Explain how various cultures and our common heritage are represented in literature and other texts.

Five: Compare representations of various cultures and our common heritage in literature and other media.

Six: Identify cultural and historical contexts of themes and our common heritage as depicted in literature and other text.

Seven: Investigate and discuss the cultural and historic contexts of themes, issues, and our common heritage as depicted in literature and other oral, written, and visual tests.

Eight: Search for and connect the cultural and historical contexts of themes, issues, and our common heritage as depicted in literature and other texts.

Nine: Discuss how different cultures interact with one another in literature and other texts and describe the consequences of the interaction as it relates to our common heritage.

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Grade Level Benchmarks
Strand I**

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Benchmark 5.5

Kindergarten: Identify ways characters in literature and other text express their feelings toward one another.

One: Explain how characters express their feelings toward one another. Examples include facial expressions.

Two: Discuss how characters in literature and other text express their feelings toward one another. Examples include facial expressions, the way they talk to each other, how they act.

Three: Identify how characters in literature and other media form opinions about one another in ways that can be fair and unfair.

Four: Tell how characters in stories make judgments that are right or wrong about others.

Five: Describe how characters in literature and other texts form opinions about others in ways that can be fair and unfair.

Six: Explore through literature and other texts various examples of distortion and stereotypes. Examples include those associated with gender, race, and culture.

Seven: Examine, through literature and other oral, written, and visual texts, various examples of stereotypes and misrepresentations. Examples include those associated with race, culture, age, and class.

Eight: Compare the misrepresentation and preconceived ideas (stereotypes) about individuals/groups in literature and other texts.

Nine: Describe and assess the accuracy of the portrayal of various societies and cultures in literature and other texts.

**English Language Arts
Grade Level Benchmarks
Strand I**

Strand I - Genre, Literature, and Understanding

Content Standard 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.

Benchmark 9.1

Kindergarten: Explore universal themes from a variety of oral, visual and written texts.

One: Identify common themes (lesson learned) and prominent issues from a variety of oral, visual, and written texts.

Two: Reflect on common themes and important issues from a variety of oral, visual, and written texts.

Three: Explore and reflect on universal themes and substantive issues from oral, visual, and written texts.

Four: Examine universal themes and lifelong, challenging issues through oral and written text. Examples include exploration, discovery, formation of personal relationships, survival, and challenge.

Five: Examine universal themes and substantive issues from oral, visual, and written texts. Examples include exploration, discovery, formation of personal relationships, survival, and challenge.

Six: Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include rights and responsibilities, and cooperation.

Seven: Reflect and expand on common societal issues within and across written, visual, and oral media. Examples include coming of age, group and individual roles, conflict, cooperation, and resourcefulness.

Eight: Study and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include coming of age, group and individual roles, conflict, cooperation, and resourcefulness.

Nine: Examine and interpret universal themes and substantive issues from oral, visual, and written texts. Examples include human interaction with the environment, conflict and change, relationships with others, and self-discovery.

**English Language Arts
Grade Level Benchmarks
Strand I**

Strand I - Genre, Literature, and Understanding

Content Standard 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.

Benchmark 9.2

Kindergarten: Explore key ideas, concepts, and points of view found in texts.

One: Identify key ideas, concepts, and points of view found in texts.

Two: Compare and contrast key ideas, concepts, and points of view found in texts.

Three: Compare and contrast key ideas, concepts, and viewpoints found in multiple texts.

Four: Draw parallels and contrasts among key ideas, concepts, and varied perspectives/opinions found in multiple texts.

Five: Draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.

Six: Organize, understand, and use information from oral, written, and visual texts to examine points of view about one or more themes and topics.

Seven: Compare content from multiple texts representing varied perspectives in order to develop principles and introduce generalizations.

Eight: Synthesize information from a variety of sources and points of view about one or more themes and topics to develop principles and generalizations.

Nine: Analyze ideas from multiple texts representing varied perspectives and define the principles and generalizations needed to explore complex issues and problems.

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Grade Level Benchmarks
Strand I**

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Content Standard 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.

Benchmark 9.3

Kindergarten: Explore differing point of view in text.

One: Identify differing points of view.

Two: Compare differing points of view to draw a conclusion.

Three: Draw conclusions and take a stand based on differing view points to support a position.

Four: Draw conclusions and take a stand, to support a position from different views as presented in text.

Five: Use conclusions based on their understanding of differing views presented in text to support a position.

Six: Identify a thesis using key concepts, supporting evidence, and logical argument.

Seven: Identify a thesis using key concepts, supporting evidence, and logical argument.

Eight: Develop a thesis using key concepts, supporting evidence, and logical argument based on the understanding of different perspectives.

Nine: Develop a thesis by analyzing differing perspectives and identifying inconsistencies.

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Strand I**

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Content Standard 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.

Benchmark 10.1

Kindergarten: Explore connections between text and their own lives.

One: Relate ideas in text to their own lives.

Two: Make connections between key ideas in literature and other texts and their lives.

Three: Examine how their own experiences influence their understanding of key ideas in literature and other media.

Four: Identify how their own experiences influence their understanding of key ideas in literature and other texts.

Five: Discuss how their own experiences influence their understanding of key ideas in literature and other texts.

Six: Explore themes and central ideas in literature and other texts in relationship to issues in their own lives.

Seven: Interpret themes and central ideas in literature and other oral, written, and visual texts in relation to issues in their own lives.

Eight: Analyze themes and central ideas in literature and other texts in relation to issues in their own lives.

Nine: Use themes in literature and other texts to generate solutions to problems.

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Content Standard 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.

Benchmark 10.2

Kindergarten: Identify ways literacy can enhance their daily lives.

One: Use literacy to enhance their daily lives. Examples include reading with a parent and creating a visual representation.

Two: Demonstrate their developing literacy by using texts to enhance their daily lives. Examples include writing a letter to a friend to discuss a favorite text.

Three: Use a variety of skills in combination to demonstrate a growing understanding of literacy's importance in their lives, for example writing and illustrating a text.

Four: Combine skills to reveal their strengthening literacy. An example includes reading and analyzing a text, listening to and then summarizing a presentation.

Five: Combine skills to reveal their strengthening literacy. An example includes reading and analyzing a text, listening to and then summarizing a presentation.

Six: Perform the daily functions of a literate individual. Examples include acquiring information from multiple sources and then organizing it in various contexts.

Seven: Perform daily literary skills beyond the classroom. Examples include acquiring information from multiple sources and then evaluating, organizing, and communicating it.

Eight: Perform the daily functions of a literate individual. Examples include acquiring information from multiple sources and then evaluating, organizing, and communicating it in various contexts.

Nine: Function as literate individuals in varied contexts within their lives in and beyond the classroom. Examples include using text resources while thinking creatively, making decisions, solving problems, and reasoning in complex situations.

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Content Standard 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.

Benchmark 10.3

Kindergarten: Use oral, written and visual text to investigate school or community issues and express how one individual or group can make a difference.

One: Use oral, written and visual text to identify school or community issues and describe how one individual or group can make a difference.

Two: Use oral, written and visual text to identify and explore community issues and problems, and discuss how one individual or group can make a difference.

Three: Use oral, written and visual text to research how individuals have impacted their community, state, or region.

Four: Use oral, written and visual text to research how individuals have impacted their community and nation to solve a major issue.

Five: Use oral, written, and visual texts to research how individuals have had an impact on people in their nation.

Six: Use oral, written and visual text to identify and research issues and problems of importance that confront adolescents.

Seven: Use oral, written and visual text to identify and research issues and problems of importance that confront adolescents.

Eight: Research significant school, community, and world issues relevant to adolescents through oral, written, and visual sources. An example is using research findings to organize and create texts to persuade others to take a particular position or to alter their course of action with regard to a particular school/community issue or problem.

Nine: Utilize the persuasive power of text as an instrument of change in their community. An example is identifying a community issue and designing an authentic project using oral, written, and visual texts to promote social action.