

English Language Arts Grade Level Benchmarks Strand II

Strand II – Skills, Strategies, and Processes

Content Standard 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.

Benchmark 7.1

Kindergarten: To construct meaning, explore a variety of strategies when encountering unfamiliar text. Examples include retelling, predicting, generating questions, examining picture cues, analyzing phonetically, discussing with peers, and using text cues.

One: Apply a combination of strategies before, during, and after reading when encountering unfamiliar texts while construction meaning. Examples include retelling, predicting, and generating questions, examining picture cues, analyzing phonetically, discussing with peers, and using text cues.

Two: Identify and use a combination of strategies before, during, and after reading, when encountering unfamiliar texts while constructing meaning. Examples include retelling, predicting, and generating questions, examining picture cues, analyzing phonetically, discussing with peers, and using text clues.

Three: Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include: oral and written retelling, predicting, generating questions, semantic web mapping, examining picture cues, analyzing word structure, discussing with peers, analyzing phonetically, and using context clues and text structure.

Four: Use a combination of strategies when encountering unfamiliar text to construct meaning. Examples include retelling, predicting, generating questions, mapping, semantic web, analyzing word structure, discussing with peers, analyzing phonetically, and using context and text structure.

Five: Use a combination of strategies when encountering unfamiliar text while constructing meaning. Examples include retelling, predicting, generating questions, mapping, analyzing word structure, discussing with peers, analyzing phonetically, and using context and text structure.

Six: Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include generating questions, studying vocabulary, model how creators of text use and represent information.

Seven: Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include generating questions, studying vocabulary, recognizing mood and tone, describe how creators of text use and represent information, and examine matching form to content.

Eight: Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include generating questions, studying and applying vocabulary, analyzing mood and tone, describing how creators of text use and represent information, graphic organizers, and matching form to content.

Nine: Develop and apply a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include scanning for specific information related to reading comprehension; identify tone and voice; and representing content through summarizing and mapping.

English Language Arts Grade Level Benchmarks Strand II

Strand II – Skills, Strategies, and Processes

Content Standard 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.

Benchmark 7.2

Kindergarten: Monitor both comprehension (listening, reading, and viewing) and communication (speaking, writing, visually representing) and effectively use strategies to make meaning. Strategies may include self-questioning, predicting, using text and picture cues, and retelling.

One: Monitor both comprehension (listening, reading, and viewing) and communication (speaking, writing, visually representing) and effectively use strategies to make meaning. Strategies may include self-questioning, predicting, using text and picture cues, and retelling.

Two: Monitor both comprehension (listening, reading, and viewing) and communication (speaking, writing, visually representing) and effectively use strategies to make meaning. Strategies may include self-questioning, predicting, using text and picture cues, and retelling.

Three: Monitor progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning.

Four: Monitor comprehension and adjust their strategies when experiencing difficulty constructing and conveying meaning.

Five: Monitor progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning.

Six: Monitor progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning, e.g., pose and answer questions, outline or take notes and use critical thinking.

Seven: Monitor progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning, e.g., planning, managing, and evaluating progress.

Eight: Monitor progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning, checking for understanding, re-reading, evaluating, note taking and outlining, and summarizing main idea.

Nine: Using a variety of strategies such as, evaluating, note-taking, and summarizing main idea to overcome difficulties when constructing and conveying meaning, the student will critique and assess his or her own progress.

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

Strand II – Skills, Strategies, and Processes

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Benchmark 7.3

Kindergarten: Discuss goals and learn how to make appropriate choices throughout the learning process as they develop the ability to monitor their learning.

One: Reflect on their emerging literacy strategies, practice setting goals and making appropriate choices throughout the learning process as they develop the ability to monitor their learning.

Two: Reflect on their emerging literacy strategies, practice setting goals and making appropriate choices throughout the learning process as they develop the ability to monitor their learning.

Three: Evaluate progress by asking questions in order to set learning goals.

Four: Evaluate progress by asking questions in order to set learning goals.

Five: Reflect on ability to set and achieve goals.

Six: Reflect on their own developing literacy, set learning goals and evaluate their own progress as they take a more active role in their literacy development.

Seven: Reflect on their own developing literacy, set learning goals and evaluate their own progress as they take a more active role in their literacy development.

Eight: Reflect on their own developing literacy, set learning goals and evaluate their own progress as they take a more active role in their literacy development.

Nine: Reflect on their own developing literacy, set learning goals, evaluate their progress, and take an active role in their literacy development, through self reflective practices. Examples include charting growth and development, by evaluating, and selecting pieces for their own portfolios, and setting personal goals through reading inventories.

English Language Arts

Grade Level Benchmarks

Strand II

Strand II – Skills, Strategies, and Processes

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Benchmark 7.4

Kindergarten: Explore a wide range of strategies for planning, drafting, revising, and editing while writing.

One: Apply a wide range of strategies while writing, e.g. map ideas, read writing aloud, revise etc.

Two: Apply a wide range of strategies while writing different forms of text for specific purposes; for example: think about the audience, revise, read aloud to others, use descriptive words, main ideas, select topic, and dictate, etc.

Three: Develop and use a variety of strategies for planning, drafting, revising, and editing different forms of texts for specific purposes. Examples include: brainstorming, identifying audience, and strategies appropriate for purposes of informing, entertaining, or persuading.

Four: Develop and use a variety of strategies for planning, drafting, revising, and editing different forms of texts for specific purposes. Examples include: brainstorming, identifying audience, and strategies appropriate for purposes of informing, entertaining, or persuading.

Five: Develop and use a variety of strategies for planning, drafting, revising, and editing different forms of texts for specific purposes. Examples include brainstorming, revising with peers, sensitivity to audience, strategies appropriate for purposes, such as informing, persuading, and entertaining.

Six: Employ a wide range of strategies during writing, for example: generating questions, peer conferencing, using authors as models for style and technique, matching form to purpose.

Seven: Employ a wide range of strategies to the writing process e.g., considering the reader's interest, writing to a specific audience, employing appropriate and maturing vocabulary.

Eight: Develop and use a variety of strategies for planning, drafting, revising, and editing different forms of texts for specific purposes. Examples include brainstorming, revising with peers, sensitivity to audience, strategies appropriate for purposes, such as informing, persuading, and entertaining.

Nine: Demonstrate flexibility in using strategies for planning, drafting, revising, and editing texts in a variety of genre, and compare the relationship between form and meaning. Examples include comparing pamphlets and speeches, supporting a central idea, supporting, developing and justifying an opinion.

English Language Arts

Grade Level Benchmarks

Strand II

Strand II – Skills, Strategies, and Processes

Content Standard 11: All Students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.

Benchmark 11.1

Kindergarten: Generate questions that relate to themselves about issues or topics about which they are curious.

One: Generate and discuss questions and important issues that affect them or topics about which they are curious.

Two: Generate and investigate questions about important issues that affect them or topics about which they are curious, and use discussion to narrow questions for further exploration.

Three: Generate and categorize questions about important issues that affect them or topics about which they are curious, and use discussion to narrow questions for research. Examples include: playground issues, friendship interaction problems, authors, how material goods are manufactured.

Four: Generate and categorize questions about important issues that affect them or topics about which they are curious, and use discussion to narrow questions for research. Examples include: playground issues, friendship interaction problems, authors, how material goods are manufactured.

Five: Generate relevant questions about important issues that affect them or topics about which they are curious and use discussions to narrow questions for research.

Six: Generate questions about important issues that affect them or topics which they are curious and narrow the questions to a clear focus.

Seven: Generate questions about important issues that affect them or topics about which they are curious; narrow the questions to a clear focus; and identify a thesis or a hypothesis.

Eight: Generate questions about important issues that affect them or topics about which they are curious (For example: curfews, school uniforms, year-round school, open campus, and current events); narrow the questions to a clear focus; and create a thesis or a hypothesis.

Nine: Generate questions about important issues that affect them or topics about which they are curious. For example: curfews, year-round school, open campus, and current events); narrow the questions to a clear focus; and create a thesis or a hypothesis.

English Language Arts

Grade Level Benchmarks

Strand II

Strand II – Skills, Strategies, and Processes

Content Standard 11: All Students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.

Benchmark 11.2

Kindergarten: Explore the appropriate resources for the task.

One: Examine the appropriate resources for the task, e.g. the teacher, informational posters, how-to books.

Two: Identify and select the appropriate resources for the task e.g. knowledgeable people, various books, the library, etc.

Three: Select and use appropriate resources for the questions or topics to be investigated. Examples include: field trips, tables of contents, glossaries, CD-ROM/laser disks, and Internet texts

Four: Select and use appropriate resources for investigating a question or topic. Examples include knowledgeable people, glossaries, hypertext, CD-ROM/laser disc, and library catalog databases.

Five: Select and use the kinds of resources that are most useful and most readily available for the particular questions or topics they wish to investigate. Examples include knowledgeable people, field trips, indexes, glossaries, hypertext, electronic mail, library catalog databases.

Six: Select, explain and use resources that are most appropriate and readily available for investigating a particular question or topic. Examples include knowledgeable people, field trips, indexes, glossaries, icons/headings, hypertext, storage addresses, CD-ROM/laser disks, electronic mail, and library catalogue databases.

Seven: Select, explain and use resources that are most appropriate and readily available for investigating a particular situation or topic. Examples include knowledgeable people, field trips, indexes, glossaries, icons/headings, hypertext, storage addresses, CD-ROM/laser disks, electronic mail, and library catalogue databases

Eight: Select, explain, and use resources that are most appropriate and readily available for investigating a particular question or topic. Examples include knowledgeable people, field trips, indexes, glossaries, icons/headings, hypertext, storage addresses, CD-ROM/laser disks, electronic mail, and library catalogue databases.

Nine: Determine, evaluate and use resources that are most appropriate and readily available for investigating a particular question or topic. Examples include web quests, topic searches, information scavenger hunt.

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

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Benchmark 11.3

Kindergarten: Gather and explain information in the investigation of an issue/problem.

One: Organize and present information from the investigation of an issue/problem.

Two: Organize and interpret information to draw conclusions based on the investigation of an issue or problem; e.g., Venn diagram, T-Chart.

Three: Organize and analyze information relevant to their topic or questions to draw conclusions.

Four: Organize and analyze issues or topic, draw a conclusion and demonstrate basic knowledge based on their investigation.

Five: Organize and analyze information to draw conclusions and implications based on their investigation of an issue or problem.

Six: Organize and analyze information to draw conclusions and implications based on their investigation of an issue or problem. Explore synthesizing information.

Seven: Organize, analyze, and incorporate information to draw conclusions and implications based on their investigation of an issue or problem.

Eight: Organize, analyze, and synthesize information to draw conclusions and implications based on their investigation of an issue or problem.

Nine: Synthesize and evaluate information to draw conclusions and implications based on their investigation of an issue or problem.

English Language Arts Grade Level Benchmarks Strand II

Strand II – Skills, Strategies, and Processes

Content Standard 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.

Benchmark 11.4

Kindergarten: Explore a problem and present information through skits, plays, songs, personal or creative stories, etc.

One: Examine a problem and present possible solutions through skits, plays, songs, personal or creative stories, etc.

Two: Identify and present an agreed upon conclusion in a variety of ways. (Examples include: skits, plays, songs, etc.) drawn from an investigation of an issue or problem.

Three: Use multiple media to present conclusions of their investigation of important issues or topics. Examples include charts, posters, transparencies, audiotapes, videos, and diagrams.

Four: Use multiple media to present conclusions of their investigation of important issues or topics. Examples include charts, posters, transparencies, audiotapes, videos, and diagrams.

Five: Using multiple media, develop and present a short presentation to communicate conclusions based on the investigation of an issue or problem. Examples include charts, posters, transparencies, audiotapes, videos, and diagrams.

Six: Using multi-media develop and present conclusions based on the investigation of an issue or problem. Examples: magazines and booklets including graphics.

Seven: Use different means of developing and presenting conclusions of the investigation of an issue or problem while identifying an audience. Examples include election ballots, hypertext, and magazine booklets including graphics.

Eight: Use different means of developing and presenting conclusions based on the investigation of an issue or problem to an identified audience. Examples include election ballots, hypertext, magazines and booklets (including graphics and PowerPoint).

Nine: Investigate an issue or problem and select the medium and format to be used to present conclusions. Examples include multimedia presentation, parody, plays, and mock trials.

English Language Arts

Grade Level Benchmarks

Strand II

Strand II – Skills, Strategies, and Processes

Content Standard 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others oral, written, and visual texts.

Benchmark 12.1

Kindergarten: Explore the qualities of their own oral, visual, and written texts that help them communicate effectively for different purposes. Examples include beginning, middle, end, retelling, etc.

One: Examine the qualities of their own oral, visual, and written texts that help them communicate effectively for different purposes. Examples include beginning, middle, end, and retelling.

Two: Identify qualities of effective communication in personal and other written forms of text including organizing important actions in a sequential manner.

Three: Develop and use individual standards to evaluate their own oral, visual and written texts.

Four: Create and use personal standards to evaluate their own oral, visual and written texts.

Five: Develop individual standards for effective communication for different purposes, and compare them to their own oral, visual, and written texts. An example is evaluating a project/report, in terms of personal standards for content, style, and organization.

Six: Select and apply individual standards developed for different purposes to personal text to reflect on merit of portfolio contents, document literacy growth, and to establish a distinct personal style.

Seven: Select and apply individual standards developed for different purposes to personal text. An example is maintaining different sets of individual standards when creating texts for formal and informal situations.

Eight: Select and apply individual standards developed for different purposes to personal text when peer conferencing, preparing for publication, or maintaining a portfolio.

Nine: Apply and evaluate individual sets of standards used to judge the effectiveness of different communication contexts. An example is comparing and contrasting standards in the evaluation of a popular movie, television program, article, or presentation on the same topic.

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

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Content Standard 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others oral, written, and visual texts.

Benchmark 12.2

Kindergarten: Explore individual and class guidelines used for public speaking, authentic writing, and reading.

One: Identify individual and class guidelines used for public speaking, authentic writing, and reading.

Two: Discuss individual and shared standards used for different purposes.

Three: Examine samples of exemplary works to develop and apply both individual and shared standards.

Four: Identify quality attributes of exemplary work and apply them to their own projects.

Five: Develop and apply both individual and shared standards based on exemplary works created for varied purposes and contexts.

Six: Show understanding of individual, shared, and academic standards used for different purposes. Examples include: descriptive writing, narrative writing, doing a presentation)

Seven: Demonstrate understanding of individual, shared, and academic standards used for reading, writing, speaking, viewing, and listening and apply them to different contexts such as writing a play, listening to a poem, or creating a web page.

Eight: Demonstrate understanding of individual, shared, and academic standards used for different purposes and contexts. Examples include: expressing ideas effectively and delivering them skillfully in such contexts as letters, persuasive essays, creative expression, or informative writing.

Nine: Analyze and apply individual, shared, and academic standards used for reading, writing, speaking, viewing, and listening and apply them to different contexts. Examples include writing an editorial, creating a brochure or a PowerPoint presentation.

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Grade Level Benchmarks
Strand II**

Strand II – Skills, Strategies, and Processes

Content Standard 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others oral, written, and visual texts.

Benchmark 12.3

Kindergarten: Explore the aesthetic elements enjoyed in reading, writing, speaking, listening, viewing and representing.

One: Examine the aesthetic elements enjoyed in reading, writing, speaking, listening, viewing and representing.

Two: The students will identify the aesthetic elements enjoyed in reading, writing, speaking, listening, viewing and representing for the purpose of discussing personal choices made.

Three: Describe personal preferences in reading, writing, speaking, listening, viewing, and representing, based on aesthetic qualities.

Four: Describe personal preferences in reading, writing, speaking, listening, viewing, and representing, and tell why.

Five: Demonstrate preferences in reading, writing, speaking, listening, viewing, and representing based on aesthetic qualities and explain their choices.

Six: Develop and utilize critical standards based on aesthetic qualities, and use them to explain choices in reading, writing, speaking, listening, viewing, and representing.

Seven: Develop and utilize critical standards based on aesthetic qualities, and use them to explain choices in reading, writing, speaking, listening, viewing, and representing.

Eight: Develop and apply critical standards based on aesthetic qualities (alliteration, figurative language, etc) and use them to explain choices in reading, writing, speaking, listening, viewing, and representing.

Nine: Use literary history and terminology to develop and justify judgments about the significance of oral, visual, and written texts. Examples include character analysis in historical context such as Juliet and the roles of women in Elizabethan Shakespeare.

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Grade Level Benchmarks
Strand II**

Strand II – Skills, Strategies, and Processes

Content Standard 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others oral, written, and visual texts.

Benchmark 12.4

Kindergarten: Gather and share with others what they like about their personal work.

One: Gather a collection of personal work and discuss their choices with others.

Two: Create a collection of personal work selected according to both individual shared criteria, reflecting on the merit of each selection.

Three: Collect personal work based on individual and shared standards, judging the merit of each selection.

Four: Collect personal work and judge the merit of each selection based on individual and shared criteria.

Five: Create a collection of personal work selected according to both individual and shared criteria judging the merit of each selection.

Six: Create a collection of personal work selected according to both individual and shared criteria, evaluating the merit of each selection.

Seven: Create a collection of personal work based on individual, shared, and academic standards, reflecting on the merit of each selection.

Eight: Create a collection of personal work based on individual, shared, and academic standards, reflecting on the merit of each selection. Ideas expressed effectively and delivered skillfully, etc.

Nine: Create a collection of personal work based on individual, shared, and academic standards, reflecting on the craft and significance of each selection.

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

Strand II – Skills, Strategies, and Processes

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Benchmark 12.5

Kindergarten: Explore the way in which an author writes, noticing that what she/he includes in this message, portrays her/his personal ideals and morals.

One: Recognize that the way in which an author writes, and what she/he includes in this message, portrays her/his personal ideals and morals.

Two: Recognize that the style and substance of a message reflect the values of a communicator.

Three: Develop standards to analyze how the style and substance of personal messages reflect the values of a communicator.

Four: Develop standards to analyze how the style and substance of personal messages reflect the values of a communicator.

Five: Develop standards to analyze how the style and substance of personal messages reflect the values of a communicator.

Six: Create personal standards to evaluate whether personal and public messages are ethical and responsible expressions of ideas.

Seven: Refine personal standards to evaluate whether personal and public messages are ethical and responsible expressions of ideas.

Eight: Refine personal standards to evaluate whether personal and public messages are ethical and responsible expressions of ideas.

Nine: Examine diverse standards and begin to evaluate whether a communication is truthful, responsible, and ethical for a specific context. An example might be examining a fact based text for bias.