

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

Strand III: Language Conventions, Voice, and Communication

Content Standard 1: All students will read and comprehend general and technical material.

Benchmark 1.2

Kindergarten: Develop fluency by listening, viewing, and reading familiar text.

One: Read all kinds of print smoothly with understanding using appropriate expression.

Two: Develop fluency by reading a variety of texts, such as stories, poems, messages, menus, and directions with expression.

Three: Read with developing fluency a variety of texts, such as short stories, chapter books, poetry, textbooks, and menus.

Four: Read with developing fluency a variety of texts, such as short stories, novels, poetry, textbooks, menus, periodicals, and reference materials.

Five: Read with developing fluency a variety of texts, such as short stories, novels, poetry, textbooks, menus, periodicals, and reference materials.

Six: Read with developing fluency a variety of texts, such as short stories, novels, poetry, plays, textbooks, manuals, periodicals, and reference materials.

Seven: Read with developing fluency a variety of texts, such as short stories, novels, poetry, plays, textbooks, manuals, periodicals, and reference materials.

Eight: Read with developing fluency a variety of texts, such as short stories, novels, poetry, plays, textbooks, manuals, periodicals, and reference materials.

Nine: Read with developing fluency a variety of genre, such as novels, poetry, drama, essays, research text, technical manuals, and documents.

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Strand III: Language Conventions, Voice, and Communication

Content Standard 1: All students will read and comprehend general and technical material.

Benchmark 1.4

Kindergarten: Develop multiple strategies to decode words as they construct meaning, including the use of phonemic awareness, letter-sound associations, picture cues, context clues, and other word recognition aids.

One: Employ multiple strategies to decode words as they construct meaning, including the use of phonemic awareness, letter-sound associations, picture cues, context clues, and other word recognition aids.

Two: Employ a variety of strategies to decode words as they construct meaning, including the use of phonemic awareness, letter-sound associations, picture cues, and other word recognition aids.

Three: Use multiple strategies to recognize words as they construct meaning, including the use of phonics, syllabication, spelling patterns, and context clues.

Four: Use word recognition strategies to recognize words as they construct meaning, including the use of phonics, syllabication, spelling patterns, and context clues

Five: Employ multiple strategies to recognize words as they construct meaning, including the use of phonics, syllabication, spelling, patterns, and context clues.

Six: Employ multiple strategies to recognize words as they construct meaning, including the use of context clues, word roots, affixes, and syntax.

Seven: Employ multiple strategies to recognize words as they construct meaning, including the use of context clues, word roots and affixes, and syntax.

Eight: Employ multiple strategies to recognize words as they construct meaning, including the use of context clues, word roots and affixes, and syntax.

Nine: Selectively employ the most effective word-recognition strategies as they construct meaning, including the use of context clues, etymological study, and reference materials.

**English Language Arts
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Strand III: Language Conventions, Voice, and Communication

Content Standard 4: All students will use the English language effectively.

Benchmark 4.1

Kindergarten: Explore appropriate spoken, written, visual, and non-verbal communication in various home and school settings.

One: Use appropriate spoken, written, visual, and non-verbal communication in various home and school settings.

Two: Demonstrate awareness of differences in language patterns used in their spoken, written, and visual communication contexts, such as home, playground, classroom, and storybooks.

Three: Determine if spoken, written, and visual language patterns are formal or informal in a variety of situations.

Four: Describe spoken, written, and visual language patterns used in formal or informal settings.

Five: Describe language patterns used in their spoken, written, and visual communication contexts, such as school, neighborhood, sports, children's periodicals, and hobbies.

Six: Compare and contrast spoken, written, and visual language patterns used in their communication contexts, such as community activities, discussions, and content area classrooms.

Seven: Compare and contrast spoken, written, and visual language patterns used in their communication contexts, such as community activities, discussions, and content area classrooms.

Eight: Compare and contrast spoken, written, and visual language patterns used in their communication contexts, such as community activities, discussions, mathematics and science classes, and the workplace.

Nine: Demonstrate how language usage is related to successful communication in spoken, written, and visual communication contexts, such as job interviews, public speeches, debates, and advertising.

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Strand III: Language Conventions, Voice, and Communication

Content Standard 4: All students will use the English language effectively.

Benchmark 4.2

Kindergarten: Explore how languages and word patterns vary from place to place and how these patterns are used to convey ideas and feelings.

One: Investigate and discuss how spoken, written, and visual communication (including dialects) varies to convey ideas and feelings.

Two: Explore and discuss how languages and language patterns vary from place to place and how these languages and dialects are used to convey ideas and feelings. An example is comparing a television toy ad to a print toy ad.

Three: Describe how language patterns vary from place to place. Recognize how this affects meaning in formal and informal situations.

Four: Describe how the English language varies and adjusts over time and from place to place. Recognize how this affects meaning in formal and informal situations.

Five: Describe how features of English, such as language patterns and spelling over time and from place to place and how they affect meaning in formal and informal situations. An example is exploring regional language variations in the United States.

Six: Gain awareness of the origins of language patterns and vocabularies and their impact on meaning in formal and informal situations. An example is comparing language of a business letter to a friendly letter.

Seven: Explore the origins of language patterns and vocabularies and their impact on meaning in formal and informal situations. An example is comparing language in a business letter to language in a friendly letter or Internet chat.

Eight: Understand the origins of language patterns and vocabularies and their impact on meaning in formal and informal situations and in the variances from place to place. An example is comparing language in a business letter to language in a friendly letter and a persuasive letter.

Nine: Use and understand how language patterns and vocabularies transmit culture and affect meaning in formal and informal situations. An example is identifying distinctions in the verbal and non-verbal communication behaviors of various characters in literature.

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Content Standard 4: All students will use the English language effectively.

Benchmark 4.3

Kindergarten: Explore some words from the English language that comes from other cultures.

One: Recognize that some words from the English language come from other cultures.

Two: Demonstrate awareness of words that have entered the English language from many cultures.

Three: Begin to recognize how words and phrases relate to their origin, such as Native American words and names of bodies of water and landmarks.

Four: Begin to recognize how words and phrases relate to their origin, such as Native American words and Michigan landmarks.

Five: Investigate idiomatic phrases and word origins and how they have contributed to contemporary meaning.

Six: Explore word origins and idiomatic phrases and how they have contributed to contemporary meaning.

Seven: Recognize and describe idiomatic phrases and word origins and how they have contributed to contemporary meaning. Examples include phrases such as raining cats and dogs, cat on a hot tin roof, etc.

Eight: Investigate idiomatic phrases and word origins and how they have contributed to contemporary meaning. An example would be “more fun than a barrel of monkeys.”

Nine: Explore and explain how the same words can have different usage and meaning in different contexts, cultures, and communities.

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Content Standard 4: All students will use the English language effectively.

Benchmark 4.4

Kindergarten: Become aware of different ways to express the same idea using different words and phrases.

One: Begin to express the same idea using different words and phrases.

Two: Begin to experiment with different ways to express the same idea.

Three: Explore how words with similar meanings can carry different connotations when used in a variety of spoken and written texts.

Four: Explore how synonyms can convey different meaning in certain situations.

Five: Demonstrate how communication is affected by connotation and denotation and why one particular word is more effective or appropriate than others in a given context.

Six: Explore how communication is affected by connotation and denotation and why one particular word is more effective or appropriate than others in a given context.

Seven: Investigate how communication is affected by connotation and denotation and why one particular word is more effective or appropriate than others in a given context.

Eight: Demonstrate how communication is affected by connotation and denotation and why one particular word is more effective or appropriate than others in a given context.

Nine: Demonstrate ways in which communication can be influenced through word usage in all written, visual, aural, and spoken text. Examples include propaganda, irony, parody, and satire.

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Content Standard 4: All students will use the English language effectively.

Benchmark 4.5

Kindergarten: Explore language appropriate for different settings and purposes.

One: Explore and begin to use language appropriate for different contexts and purposes. Examples include story discussions, casual conversations, playground games, thank you letters, and daily conversations.

Two: Explore and begin to use language appropriate for different contexts and purposes. Examples include community building, story discussions, playground games, science lessons, and daily conversations.

Three: Recognize and use language appropriate for varied contexts and purposes. Examples include community building, team sports, friendly letters, and discussions.

Four: Recognize and use language appropriate for varied contexts and purposes. Examples include community building, math class, invitations, requests for information and discussions.

Five: Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to a particular field. Examples include community building, an explanation of a biological concept, a comparison of computer programs, a commentary on an artistic work, an analysis of a fitness program, and classroom debates on political issues.

Six: Recognize and use language appropriate for varied contexts, purposes, and audiences, including terminology specific to a particular field. Examples include community building, classroom debates and discussions, and content area classes.

Seven: Recognize and use appropriate language for varied contexts, purposes, and audiences, including terminology specific to a particular field. Examples include community building, a commentary on an artistic work, and classroom debates on school or political issues.

Eight: Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to a particular field. Examples include community-building, explanation of a biological concept, comparing computer programs, commenting on artistic work, discussion of a fitness program, classroom debates on various issues.

Nine: Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to particular fields. Examples include community building, presentations integrating different disciplines, lessons comparing fields of study, and promotional material created for an interdisciplinary project.

**English Language Arts
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Strand III: Language Conventions, Voice, and Communication

Content Standard 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.

Benchmark 6.1

Kindergarten: Explore the characteristics used by good speakers, listeners, and writers.

One: Identify qualities of effective communication such as facial expression, word choice, eye contact, and articulation.

Two: Identify elements of effective communication that influence the quality of their interactions with others. Examples include use of facial expression, word choice, and articulation.

Three: Practice using elements of effective communication.

Four: Practice using elements of effective communication to enhance their relationships in their school and communities. Examples include enunciation of terms, use of humor, and use of emphasis.

Five: Practice using elements of effective communication to enhance their relationships in their school and communities. Examples include enunciation of terms, use of humor, and use of emphasis.

Six: Demonstrate use of elements of effective communication to impact their relationships in their school, families, and communities. Examples include enunciation of terms, humor, and the use of emphasis and elaboration.

Seven: Analyze their use of elements of effective communication that impact their relationships in their schools, families, and communities. Examples include use of pauses, suspense, and elaboration.

Eight: Analyze their use of effective elements of communication that impact interpersonal relationships at school, home, and community. Examples include use of pauses, suspense, and elaboration.

Nine: Assess their use of elements of effective communication in personal, social, occupational, and civic contexts. Examples include use of pacing, repetition, and emotion.

**English Language Arts
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Strand III: Language Conventions, Voice, and Communication

Content Standard 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.

Benchmark 6.2

Kindergarten: The students will experiment with the various voices they use when they speak and write for different purposes and audiences. Examples include talking to a friend, writing a thank you letter, reciting a poem, asking for directions, etc.

One: The student will experiment with various voices they use when they speak and write for different purposes and audiences. Examples include talking to a friend, writing a thank you letter, reciting a poem, asking for directions, etc.

Two: The students will experiment with the various voices they use when they speak and write for different purposes and audiences. Examples include talking to a friend, writing a thank you letter, reciting a poem, asking for directions, etc.

Three: Identify the importance of confidence and voice in their own oral and written communication.

Four: Identify the importance of confidence and voice or personal style in oral and written communication.

Five: Explain the importance of developing confidence and a unique presence or voice in their own oral and written communication.

Six: Demonstrate their ability to use different voices in oral and written communication to persuade, inform, entertain, and inspire their audiences.

Seven: Demonstrate their ability to use different voices in oral and written communication to persuade, inform, entertain, and inspire their audiences.

Eight: Demonstrate their ability to use different voices in oral and written communication to persuade, inform, entertain, and inspire their audiences.

Nine: Evaluate the power of using multiple voices in their oral and written communication to persuade, inform, entertain, and inspire their audiences.

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Content Standard 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.

Benchmark 6.3

Kindergarten: Explore different authors or illustrators and how ideas and feelings may be shown differently.

One: Study different authors, illustrators, and speakers and discuss how ideas and feeling may be shown differently by each one.

Two: Study different authors and illustrators and discuss how ideas and feelings may be shown differently by each one.

Three: Identify the style and characteristics of individual authors and illustrators and how the illustrations complement the text.

Four: Identify the style and characteristics of individual authors, speakers, and illustrators and how they shape text.

Five: Identify the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations.

Six: Compare and contrast the style and characteristics of individual authors, speakers, and illustrators.

Seven: Compare and contrast the style and characteristics of individual authors, speakers, and illustrators.

Eight: Compare and contrast the style and characteristics of individual authors, speakers, and illustrators and how their voice is apparent in forming text and influencing their audience.

Nine: Analyze the style and characteristics of authors, actors, and artists of classics and masterpieces to determine why these voices endure.

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Content Standard 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.

Benchmark 6.4

Kindergarten: Develop, through guided practice, a sense of personal voice by explaining why certain materials were chosen for different purposes and audiences.

One: Develop, through guided practice, a sense of personal voice by explaining why certain materials were chosen for different purposes and audiences.

Two: Build an understanding of personal voice by explaining why certain materials were chosen for different purposes and audiences. Examples include portfolios, displays, and literacy interviews.

Three: Through their selection of portfolio materials, explain learning growth while revealing their personal voice.

Four: Continue to develop personal voice by explaining growth in learning.

Five: Reveal personal voice by explaining growth in learning and accomplishment through their selection of materials for different purposes and audiences. Examples include portfolios, displays, literacy interview, and submissions for publication.

Six: Document personal voice by explaining growth in learning and accomplishment through their selection of materials for different purposes and audiences. Examples include portfolios, displays, audio and video tapes, and submissions for publication.

Seven: Document and enhance a developing voice through multiple media. Examples include reflections for their portfolios, audio and video tapes, and submissions for publication.

Eight: Apply their developing voice for different audiences and purposes. Examples include reflections in their portfolio, videotapes, and submissions for publication.

Nine: Document and enhance a developing voice with authentic writings for different audiences and purposes. Examples include portfolios, video productions, submissions for competitions or publication, individual introspections, and applications for employment and higher education.

**English Language Arts
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Strand III: Language Conventions, Voice, and Communication

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 8.1

Kindergarten: Recognize mechanics (spelling, capitalization, punctuation, grammar, etc.) strengthen understanding of and provide clear understanding of and provide clear understanding of spoken and written texts.

One: Identify and use mechanics (spelling, capitalization, punctuation, grammar, etc.) to strengthen understanding of and provide clear understanding of spoken and written texts.

Two: Identify mechanics (spelling, capitalization, punctuation, grammar, etc.) that strengthen and provide clear understanding of spoken and written texts.

Three: Identify and use mechanics that enhance and clarify understanding. Examples include sentence structure, paragraphing, appropriate punctuation, grammatical constructions, conventional spelling, and relating in sequence an account of an oral or visual experience.

Four: Identify and use language mechanics that enhance and clarify understanding.

Five: Identify and use mechanics that enhance and clarify understanding. Examples include sentence structure, paragraphing, appropriate punctuation, grammatical constructions, conventional spelling, and relating in sequence an account of an oral or visual experience.

Six: Select and use mechanics that enhance and clarify understanding. Examples include paragraphing, organizational patterns, variety in sentence structure, appropriate punctuation, grammatical constructions, and conventional spelling.

Seven: Select and use mechanics that enhance and clarify understanding. Examples include paragraphing, organizational patterns, variety and sentence structure, appropriate punctuations, grammatical constructions, and conventional spelling.

Eight: Select and use mechanics that enhance and clarify understanding. Examples include paragraphing, organizational patterns, and variety in sentence structure, appropriate punctuation, grammatical constructions, conventional spelling, and the use of connective devices, such as transitions, previews, and reviews.

Nine: Identify and use selectively mechanics that facilitate understanding. Examples include organizational patterns, documentation of sources, appropriate punctuation, grammatical constructions, conventional spelling, and the use of connective devices, such as transitions, and paraphrasing an oral message completely and accurately.

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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 8.4

Kindergarten: Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include dialogue, characterization, conflict, organization, diction, color, and shape.

One: Identify how writers, speakers, and/or illustrators express ideas in an engaging way. Examples include dialogue, rhymes, descriptive words, patterns, location of word, color, shape, etc. The student will use these techniques when speaking, writing, and/or illustrating.

Two: Identify how speakers and illustrators express ideas in an engaging way. The student will use these techniques when speaking, writing, and/or illustrating.

Three: Identify and use aspects of the craft of the writer and illustrator to express their ideas artistically, including color, design, perspective, and characterization.

Four: Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically, including intonation, simile, metaphor, and dialogue.

Five: Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include intonation, hues, design, perspective, dialogue, characterization, metaphor, simile, and points of view.

Six: Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include color and compensation, flashback, design, perspective, dialogue, characterization, metaphor, simile, point of view, and appropriate use of details.

Seven: Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include color and composition, flashback, multi-dimensional characters, appropriate use of details, strong verbs, language that inspires, and effective leads.

Eight: Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express ideas artistically. Examples include flashback, multi-dimensional characters, pacing, and appropriate use of details, strong verbs, colorful vocabulary, effective introductions, and an understanding of how illustrations enhance the written word.

Nine: Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include imagery, irony, multiple points of view, complex dialogue, aesthetics, and persuasive techniques.

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Strand III: Language Conventions, Voice, and Communication

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 8.5

Kindergarten: Explore how the characterizations of various oral, visual, and written texts including videos, CD-ROM stories, books on tape, trade books and textual aids they employ, convey meaning. Examples include illustrations, tables of contents, and headings/titles.

One: Explore the features of different types of spoken, visual, and written texts (video tapes, CD's, books on tape, etc.). Explore how textual aides support the meaning of the text (illustrations, table of contents, captions, headings, glossaries, etc.).

Two: Explore the features of different types of spoken, visual, and visual, and written texts (including videotapes, CD's, book on tape, etc.) Explore how textual aids support the meaning of the text (illustrations, table of contents, captions, headings, glossaries, etc.).

Three: Describe and use the characteristics of various oral, visual, and written texts (maps, dictionary/glossary, textbooks, poetry, and chapter books) and the organizational structures they employ to convey meaning.

Four: Describe and use the characteristics and organizational structures of various oral, visual, and written texts to convey meaning.

Five: Describe and use the characteristics of various oral, visual, and written texts, films, library databases, atlases, and speeches and textual aids they employ, to convey meaning. Examples include footnotes, menus, addresses, graphs, and figures.

Six: Develop and use characteristics of various oral, visual, and written texts, and the textual aids they employ to convey meaning. Examples include videos, glossaries, textbooks, speeches, titles, subheadings, charts, and indexes.

Seven: Use and describe how the characteristics of various oral, visual, and written texts, videos, hypertext, glossaries, textbooks, and speeches and textual aids they employ, convey meaning. Examples include titles/subheadings, charts, and indexes.

Eight: Describe and use various oral, visual, and written text characteristics, videos, hypertext, glossaries, textbooks, and speeches and the textual aids they employ, to convey meaning. Examples include titles/subheadings, charts, and indexes.

Nine: Describe and use the characteristics of various oral, visual, and written texts, debate, drama, primary documents, and documentaries and textual aids, to convey meaning and inspire audiences. Examples include prefaces, appendices, lighting effects, and the Internet.