

Charyl Stockwell Academy

Explorer Benchmarks and Grade Level Content Expectations

(Benchmarks are in standard print, GLCES are in italics)

English Language Arts

(revised June, 2007)

BENCHMARKS & GLCES:

Oral Language

- Speak confidently and interact appropriately when making an oral presentation
 - Using appropriate facial expression, posture, volume

 - *Adjust their use of language to communicate effectively with a variety of audiences and for different purposes (e.g., information, requests, discussion, presentations, playground, classroom interactions)*

- Participate in a dramatic reading of a story showing evidence of effective verbal and nonverbal communication
 - Varying facial expressions
 - Using appropriate posture
 - Using appropriate volume
 - Using appropriate intonation and enunciation
 - Using appropriate dialogue
 - Using appropriate characterization

 - *Distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors*

- Respond orally to stories and listen to others' responses
 - *Become aware of and appreciate that language differs from neighborhood to neighborhood of the local community and as a function of linguistic and cultural group membership*

- *Discuss narratives (e.g. folktales, fables, realistic fiction), conveying the story grammar (e.g., character's thoughts and motivation, setting, plot, story level theme), and explain why the story is worthwhile and how it is relevant to the storyteller or the audience*
 - *Respond to multiple text types by reflecting, making connections, taking a position, and sharing understandings*
 - *Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit*
- Use different voices or inflection when speaking or reading aloud
 - Develop confidence when responding in groups
 - Present orally a multimedia research report
 - *Make presentations or reports in standard American English if it is their first language (students whose first language is not English will present their work in their developing version of standard American English)*
 - *Plan and deliver presentations using an effective informational organizational pattern (e.g. descriptive, problem/solution, cause and effect), supportive facts, and details reflecting a variety of resources, and varying the pace for effect*
- Describe and practice using language patterns and other elements of effective communication
 - *Emphasize key words and vary pace for effect when presenting spoken informational and narrative text*
- Speak confidently, listen, and interact appropriately when exploring ideas in a group
 - *Engage in interactive extended discourse to socially construct meaning (e.g., book clubs, or literature circles, partnerships, or other conversation protocols)*
 - *Listen to or view and discuss a variety of genres and compare their responses to those of their peers*
 - *Combine skills to reveal strengthening literacy (e.g., viewing then analyzing orally, listening then summarizing orally)*
 - *Retell what a speaker said, paraphrasing and explaining the gist or main idea, then extend by connecting and relating personal experiences*
 - *Respond to questions asked of them, providing an appropriate level of detail*
 - *Listen and interact appropriately and view knowledgably*
- Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express ideas

- *Respond to multiple text types listened to or viewed by speaking, illustrating, and/or writing in order to reflect, make connections, take a position, and share understandings*
- *Be aware that the media has a role in focusing attention on events and in shaping opinions, and recognize the variables (e.g., mistakes, misspeaks) in the media*
- Recognize and use appropriate language when conducting interviews

Fluency

- read aloud a variety of texts with proper phrasing and use a combination of prediction and context clues while constructing meaning
- read aloud using natural rhyme and rhythm
- read aloud using appropriate
 - phrasing
 - pace
 - emphasis
 - smoothness
- develop fluency while reading a variety of texts, such as short stories, novels, periodicals, and reference materials
 - *Apply the following aspects of fluency*
 - *Pauses and emphasis*
 - *Punctuation cues*
 - *Intonation*
 - *Recognition of identified unit specific sight words while reading aloud a familiar unit level text*

Writing

- write fluently for multiple purposes to produce compositions, such as stories
 - *Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text*
 - *Write the cursive alphabet*

- plan and draft a personal narrative in response to a prompt, and revise and edit it to incorporate appropriate mechanics and characteristics (6 Traits)
 - *Edit and proofread their writing using appropriate resources (e.g., dictionaries, spell check, writing references) and unit level appropriate checklist both individually and in groups*
 - *Spell frequently encountered words correctly*
 - *Multi-syllabic*
 - *R-controlled*
 - *Most consonant blends*
 - *Contractions*
 - *Compound*
 - *Common homophones*
 - *For less frequently encountered words, students will use structural cues*
 - *Letter/sound*
 - *Rimes*
 - *Morphemic*
 - And environmental sources*
 - *Word walls*
 - *Word lists*
 - *Dictionaries*
 - *Spell checkers*
 - *Identify and use subjects and verbs that are in agreement; past, verb tenses; nouns and possessives; commas in a series; and begin use of quotation marks and capitalization in dialogue*
- develop and apply both individual and shared standards to evaluate a personal narrative
- with the help of the teacher and/or a peer, plan, draft, edit and revise written pieces using
 - ideas
 - organization
 - voice
 - word choice
 - sentence fluency
 - presentation
- choose a rhyming poem as a model and write a new poem preserving the rhythm and rhyme scheme
- use a simple problem/solution pattern to plan and write a summary about a topic
- recognize and use varied writing and speaking techniques found in stories to convey meaning and express feelings including

- point of view
- word choice
- *Exhibit individual style and voice to enhance the written message (e.g., in narrative text: varied word choice and sentence structure, character description; in informational text: examples, transitions, grammar usage)*
- develop strategies to organize the text and visuals of an expository report
 - *Use the compare and contrast, cause and effect, or problem/solution organizational pattern in informational writing*
 - *Constructively and specifically respond orally to the writing of others by identifying sections of the text to improve sequence (e.g., arranging paragraphs, connecting main and supporting ideas, transitions)*
- recognize and identify in writing important components of different genre of writing/literature
- recognize and use texts as models and employ varied techniques to construct a similar text, convey meaning, and express feelings to influence an audience when writing fluently for multiple purposes
- write a story that incorporates the characteristics of a specific genre of writing
 - *Write a narrative piece (e.g., fable, folktale, or realistic fiction), using personification, setting and actions and thoughts that reveal important character traits*
 - *Write poetry based on reading a wide variety of grade level appropriate published poetry*
 - *Write a report demonstrating the understanding of central ideas and supporting details using an effective organizational pattern (e.g. problem/solution) with a title, heading, subheading, and table of contents*
 - *Use the writing process to produce and present a research project*
 - *Beginning with a teacher-selected topic*
 - *Initiating research questions from content area text*
 - *Using a variety of resources to gather and organize information*
- write fluently to create a modern version of a myth or legend (or other genre of writing)
- organize and analyze information to draw conclusions and implications based on their investigation of a topic
 - *Apply a variety of pre-writing strategies for both narrative and informational text (e.g., graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence and structure ideas (e.g., sequence for beginning, middle, end; problem/solution; compare/contrast)*

- recognize and use effective authors' techniques
 - effective introduction
 - point of view
 - recognition of audience
 - appropriate organization
- as they plan, draft, revise, edit, and publish, create a portfolio demonstrating growth in personal writing based on individual and shared academic and aesthetic criteria, and explain the merit of their selections
 - *Be enthusiastic about writing and learning to write*
- use appropriate mechanics to enhance and clarify understanding a piece of personal writing
 - *Write sentences varying in patterns and length to slow down or speed up reading and create a mood when drafting a story*

Comprehension

- read leveled texts to develop comprehension and fluency
- describe and compare information or elements of a story across text as depicted in literature and other text
 - *Explain how authors use literary devices (e.g., prediction, personification, point of view) to develop a story level theme, depict the setting, and reveal how thoughts and actions convey important character traits across a variety of text*
 - *Explain how authors use titles, headings and subheadings, time lines, prefaces, indices, and table of contents to enhance understanding of supporting and key ideas*
 - *Apply significant knowledge from what is read in appropriate leveled science and social studies text*
- read, listen, and respond to literature and identify the defining characteristics and genre-specific vocabulary
- draw parallels and contrasts about literature/text from different texts based on knowledge of characteristics and categories of that specific genre of text
 - *Compare and contrast (oral and written) relationships among characters, events, and key ideas within and across texts to create a deeper understanding (e.g., a narrative to an informational text, a literature selection to a subject area text, an historical event to a current event)*
 - *Identify informational text patterns (e.g., problem/solution, sequence, compare/contrast, descriptive)*

- respond to the elements of a story and share their responses with their classmates (engage in literature circles)
- determine the meaning of unfamiliar words and concepts by using prior knowledge, context, glossaries, and text aids
- reveal personal voice to explain growth in learning and understanding of different genre of text/literature
 - *Develop, discuss, and apply individual and shared standards (e.g., student and class created rubrics), and begin to self-assess with teacher guidance the qualities of personal or other written text and the accuracy and quality of text*
- responds thoughtfully to the emotions different genre of literature/text evoke, explore the characteristics of the specific genre, and draw conclusions about the viewpoints expressed by the author (i.e., using poetry)
- explore and reflect upon a theme and draw parallels and contrasts among key ideas and varied perspectives in literature and other texts
- combine the skills of listening, reading, and orally analyzing a text and compare their responses to those of others
- explore how synonyms carry different connotations when used in a variety of spoken and written texts
- select a character from a text and describe the character's experiences
 - *Explain how characters in literature and other texts express attitudes about one another in familiar classic and contemporary literature recognized for quality and literary merit*
- use a comprehension strategy to generate questions that focus research
- utilize or develop a graphic organizer to construct meaning while reading
- monitor comprehension and select and apply appropriate strategies for understanding
 - visual images
 - questioning
 - activating schema
 - making inferences
 - synthesizing
 - determining importance
 - *Self-monitor comprehension when reading or listening to texts by automatically using strategies used by mature readers to increase comprehension (e.g., predicting, constructing mental images, representing ideas in text, questioning, rereading, or listening again, inferring, summarizing)*
- select, read, listen to, view, and respond to a variety of texts and explore and compare themes

- *Identify and describe a variety of narrative genre (e.g., folktales, fables, realistic fiction)*
- *Identify and describe characters' thoughts and motivations, story level themes (e.g., good vs. evil), main idea, and lesson/moral in narrative text*
- *Identify and describe a variety of informational genre (e.g., textbooks, encyclopedia, magazines)*
- monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning
 - *Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., decode unknown words, use graphic organizers to deepen understanding of problem and solution and organizational pattern)*
- demonstrate comprehension of text and strategies to recognize and understand unfamiliar words when retelling a story
 - include appropriate details
 - give attention to sequence
 - consider other elements of the story
 - *Retell the story elements of appropriate leveled narrative text and major idea(s) of appropriate leveled informational text with relevant details*
- identify and discuss the writing style and characteristics of individual authors
- demonstrate awareness that characters and communities reflect real life
 - *Connect personal knowledge, experience and understanding of the world to themes and perspectives in text through oral and written responses*

Literacy Attitudes

- read for multiple purposes (e.g. for enjoyment, to gather information), demonstrate preferences based on aesthetic qualities, and explain their choices
 - *Be enthusiastic about reading and learning how to read*
 - *Do substantial reading and writing on their own*

