GRADE-LEVEL EXPECTATIONS (GLE) HANDBOOK

ENGLISH LANGUAGE ARTS
GRADES 5–8

LOUISIANA DEPARTMENT OF EDUCATION

CECIL J. PICARD
STATE SUPERINTENDENT OF EDUCATION

FEBRUARY 2004

ACKNOWLEDGEMENTS

The following individuals were instrumental in the development of Louisiana's Grade-Level Expectations.

ENGLISH LANGUAGE ARTS COMMITTEE MEMBERS

Walter Brown, Caddo Parish
Beverly Criddle, Orleans Parish
Dory Doud, Caddo Parish
Beth Ferguson, Cameron Parish
Debra Gant, Natchitoches Parish
Brenda Green, Allen Parish
Charyl Guidry, Jefferson Davis Parish
Janis Hill, Ouachita Parish
Alice Himel, Lafourche Parish
Inez Jenkins, East Baton Rouge Parish
Kristin Kaufman Patton, East Baton Rouge Parish
Sandra LaBry, Lafayette Parish
Sandra Landry, Jefferson Parish
Sandra Miller, Caddo Parish
Annette Norman, Calcasieu Parish
Martha Patten, Bossier Parish
Patricia Plauche, Lafayette Parish
Cassie Puckett, Avoyelles Parish
Nancy Romero, Lafayette Parish
Cindy Rushing, Rapides Parish
Karen Ryder, St. Landry Parish
Rachel Sanders, Calcasieu Parish
Rosemary Sanders, St. Charles Parish
Ellen Schexnider, St. Tammany Parish
Kelly Self, Rapides Parish
Patti Trudell, Consortium for Education, Research and Technology
Stacey Viator, Livingston Parish
Martha Waldrop, Jefferson Parish
Daneen Witty, West Baton Rouge Parish

ACKNOWLEDGEMENTS

MATHEMATICS COMMITTEE MEMBERS

Christine Armand, Avoyelles Parish

Tommy Awtry, Louisiana State University – Alexandria

Denise Blume, St. Tammany Parish

George Broussard, Lafourche Parish

Mary Caballero, East Baton Rouge Parish

Judith Cain, Lafayette Parish

Robyn Carlin, Iberville Parish

Michelle Fazio, Natchitoches Parish

Pat Gilbert, Lafayette Parish

Tena Golding, Southeastern Louisiana University

Torrie Guzzetta, Vermilion Parish

Theresa Hamilton, Natchitoches Parish

Carolyn Hannum, Calcasieu Parish

Gail Harvey, Avoyelles Parish

Stacey Jamison, Caddo Parish

Kathy Jordan-Noel, DeSoto Parish

Davis Kieff, Lafourche Parish

Michele Lewis, Ouachita Parish

Ellen Marino, St. Tammany Parish

Leigh Myers, Northwestern State University

Emily Rash, City of Monroe

Kathleen Ross, Jefferson Parish

Louis Schultz, Sr., Southeastern Louisiana University

Kim Shackelford, Ouachita Parish

Sharon Thomas, Jefferson Parish

Mary Thompson, Orleans Parish

Margaretta Thornton, Calcasieu Parish

Jean Ware, Caddo Parish

Mattie White, Orleans Parish

Tracey Winn, Calcasieu Parish

ACKNOWLEDGEMENTS

SCIENCE COMMITTEE MEMBERS

Barbara Armfield, Delta Region Systemic Initiative
Charlotte Bihm, St. Landry Parish
Lawrence Blanchard, Jr., Orleans Parish
Lula Boenig, Jefferson Davis Parish
Michelle Brand-Buchanan, Rapides Parish
Mary Alice Cain, Jefferson Parish
Terri Colclough, Ascension Parish
Tammie Cox, Ouachita Parish
William Daniel, Bossier Parish
Debbie Gauthier, LaSalle Parish
Dana Gonzalez, Orleans Parish
Janet Graff, Caddo Parish
Norma Guillory, Calcasieu Parish
Christa Haymon, Vernon Parish
Terrie Johnson, Bossier Parrish
Mia Kleinpeter, East Baton Rouge Parish
Gary Kratzer, Calcasieu Parish
Errol LaBorde, Avoyelles Parish
LuLu Martin, Caddo Parish
Starr Paul, East Baton Rouge Parish
Laura Ponder, Natchitoches Parish
Heidi Rhea, Tangipahoa Parish
Donna Rigsby, Beauregard Parish
Royal Shelton, Orleans Parish
Joyce Tate, City of Monroe
Ranell Troxler, St. Charles Parish
Pauline Vidrine, St. Landry Parish
Patricia Watts, University of Louisiana-Monroe
Erica Wells, East Baton Rouge Parish
Gene Winegeart, Bossier Parish

ACKNOWLEDGEMENTS

ACKNOWLEDGEMENTS

NATIONAL CONSULTANTS

John A. Dossey, Mathematics
Distinguished University Professor of Mathematics Emeritus
Illinois State University

Linda Farrell, English Language Arts
Reading Street, LLC
Alexandria, VA

Daniel W. Gregg, Social Studies
Connecticut State Department of Education

Susan Hall, English Language Arts
Independent Reading Consultant

Jerry Horn, Science
The Evaluation Center
Western Michigan University

Billie M. Kapp, Social Studies
Connecticut Geographic Alliance

ACKNOWLEDGEMENTS

ACKNOWLEDGEMENTS

ACKNOWLEDGEMENTS

DIVISION OF STUDENT STANDARDS AND ASSESSMENTS
COMMITTEE COORDINATORS

Nancy Beben, Mathematics
Nikki Bray-Clark, Social Studies
Anne Campbell, Social Studies
Sharon Compton, Mathematics
Susannah Craig, Science
Allison Cruz-Mitchell, Social Studies
Patrick Dobard, Social Studies
David Hopkins, Mathematics
Joni Lacy, English Language Arts
Jean May-Brett, Science
Donna Garrett Moore, English Language Arts
Taylor Powers, English Language Arts
Marybeth Ridgel, Science
Jan Sibley, Mathematics
Ivy Starns, English Language Arts
Beth Strange, English Language Arts
Ann Wilson, Science

LOUISIANA DEPARTMENT OF EDUCATION
COMMITTEE AD HOC ADVISORS

Ivy Alford, Professional Development
Anne Clouatre, Special Populations
Betsy Delahaye, Reading
D'Lacie Edwards, Reading
Chris Frugé, Legal
Jane Grove, Reading
Nicole J. Honoré, Technology
Kathy Mouton, Professional Development
Kartina Roberts, Reading
Keisha Thomas, Reading
Ugena Whitlock, Professional Development

ACKNOWLEDGEMENTS

INTRODUCTION

In 1997, rigorous K–12 content standards were approved for mathematics, English language arts, science, social studies, foreign languages, and the arts. In conjunction with the development of these content standards, the Louisiana Department of Education (LDE) developed standards-based tests in English language arts, mathematics, science and social studies for grades 4, 8, 10, and 11. These tests have served as the basis for Louisiana's School and District Accountability System for several years. The development of Grade-Level Expectations (GLEs) in 2003 in English language arts, mathematics, science and social studies was a continuation of Louisiana's effort to expand and extend the content standards. GLEs identify what all students should know or be able to do by the end of a given grade level from prekindergarten through grade 12 in these four content areas.

PURPOSES OF THE GLE HANDBOOKS

The Louisiana Grade-Level Expectations handbooks include grade-specific information about the GLEs. Each handbook includes introductory information for each content area contained within the handbook, a glossary, and tables that map the relationship between the standards and/or strands, benchmarks, and GLEs. Each handbook also correlates with one of fourteen GLE posters.

GRADE-LEVEL EXPECTATIONS DEVELOPMENT GUIDELINES

Each grade-level expectation is meant to further define a content standard and benchmark(s). There is a progression of specificity; the standards represent broad statements, benchmarks are more specific, and GLEs provide the most detail. Grade-level expectations have been developed from prekindergarten through grade 12.

GLEs do not represent the entire curriculum for a given grade or course. Rather, they represent the core content that should be mastered by the end of a given year by all students. For mastery to be achieved at a given level, it may be necessary for those skills to be introduced at an earlier grade. Similarly, skills will need to be maintained after mastery has occurred.

The GLEs were developed with the following goals in mind:

- to articulate learning from PreK–12

- to be appropriate for the developmental or grade level of students

- to move from the concrete to the abstract

- to attend to prerequisite skills and understandings

- to be specific, but not so specific as to be too small in "grain size" compared with other GLEs for a particular content area

The GLEs were developed with an effort to avoid including:

- statements of curricular activities or instructional strategies

- value-laden concepts and understandings

SUMMARY OF GLE DEVELOPMENT PROCESS

In December 2002, the LDE selected Data Recognition Corporation (DRC) as the contractor for the Grade-Level Expectations Project. The steps in the process of developing the Grade-Level Expectations for English language arts, mathematics, science, and social studies are described below.

1. **Identifying National Consultants.** National consultants representing each content area were selected to provide a national perspective to the GLE project and to assist the LDE and DRC with various steps in the GLE development process.

2. **Conducting Teacher Committee Meetings.** In March and April of 2003, content-area development committees, comprised of approximately 120 Louisiana classroom teachers, administrators, special populations teachers, and resource teachers chosen for their knowledge of standards and curriculum, were convened to assist with the development of the GLEs for English language arts, mathematics, science, and social studies.

3. **Completing Initial drafts.** The draft GLEs for the four content areas were completed and prepared for further review.

4. **Convening Focus Groups.** Two eighty-member groups of educators, nominated by their districts, reviewed the draft GLEs for horizontal and vertical alignments with the standards for English language arts, mathematics, science, and social studies and provided additional input on these initial drafts to the LDE.

5. **Conducting an Online/Electronic Public Review.** An online/electronic public review and feedback system was developed for the GLEs and made available on the LDE Web site. The purpose of this review was to solicit a broad range of feedback on the GLEs from parents, teachers, and other stakeholders.

6. **Completing an External Review.** With assistance from the staff of the Council of Chief State School Officers (CCSSO), twelve content specialists (three per content area) from other states or from universities or educational organizations across the nation were invited to serve on the review committee. In addition, the LDE also invited the national consultants from each content area to participate in the review meeting to answer questions about the development of the GLEs. External review committee members reviewed the GLE documents prior to the meetings, met with national consultants and LDE staff, and provided specific feedback on the GLEs via a written report.

7. **Conducting Final Committee Meeting.** The public comments and suggestions from the online public review were tabulated, and the additional comments and feedback from the external review committee meeting were compiled for sharing with committee members during the third and final GLE development committee meeting. The outcome of the third meeting of content-area committees consisted of suggestions for final edits that would be incorporated into the documents for presentation to the Louisiana State Board of Elementary and Secondary Education.

8. **Obtaining SBESE Board Approval of the GLEs.** In October 2003, the LDE staff presented the GLEs to the Louisiana State Board of Elementary and Secondary Education for review and approval.

9. **Conducting Preworkshops and GLE Awareness Workshops.** Two preworkshops for district supervisors in early December 2003 and fifteen GLE awareness workshops for local school personnel in late January 2004 have been conducted to inform educators about the grade-level expectations and their future role as it relates to curriculum and assessment

CONCLUSION

Louisiana's content standards and benchmarks have guided the Louisiana education reform program for several years. As an extension of the content standards and benchmarks, the GLEs provide a link among instruction, curriculum, and assessment. The primary goal is a common understanding among parents, students, teachers, and the general public about what is expected of Louisiana students as they progress from grade to grade.

INTRODUCTION

Louisiana's English language arts content standards encompass reading, writing, researching, and listening and speaking. Each benchmark within a standard delineates what students should know and be able to do by the end of a grade cluster. Grade-Level Expectations (GLEs) further define the knowledge and skills students are expected to master by the end of each grade or high school course. The GLEs for each grade are developmentally appropriate and increase in complexity to build the knowledge and skills students need. For example, the GLE in PreK, "participate in group-shared writing experiences that include rhyming and descriptive words," begins the development of the concept "recognizing and applying literary devices." In subsequent grades, GLEs build on this foundational literary concept.

ELEMENTARY: PREKINDERGARTEN–GRADE 4

At the elementary level, prekindergarten through third-grade students focus on understanding and learning the basics of how to read. The building blocks of reading as presented in *The Reading First Initiative* and the *National Reading Panel Report (2000)* provide the foundation for the GLEs. These building blocks emphasize five areas of reading instruction: phonemic awareness, phonics, vocabulary, fluency, and text comprehension. The GLEs emphasize these building blocks.

To develop a basic understanding of a text, beginning readers in prekindergarten through third grade should be able to 1) use context and other word-identification strategies, 2) recognize what a text is mainly about, and 3) recognize some supporting information within a text. As students become more confident in their ability to decode (read) and encode (write) text, they make a process transition from learning to read to reading to learn. By fourth grade, students shift from using only basic skills and strategies as they learn to read to developing higher-level thinking skills as they gain an ability to understand the structures and concepts of more complex literary and informational texts.

At the elementary level, prekindergarten through third-grade students focus on understanding and learning the basics of how to write. Students learn to write for different purposes. At these grade levels, students learn the mechanics of how to write and how to use the basic writing formats. In the fourth grade, students develop writing skills that include using organizational strategies as well as applying writing processes.

Listening skills for PreK through fourth grade show progression from being able to follow simple directions to the ability to understand, respond to, compare, and critique messages heard from a variety of sources. At the earliest levels, speaking skills are demonstrated in the expression of feelings, needs, and ideas. As children mature, speaking skills progress through a continuum, culminating in the delivery of rehearsed oral presentations.

In the elementary grades, students begin the process of developing skills to acquire and communicate knowledge using a variety of sources, including technology. From identifying and describing simple schedules and charts to interpreting complex graphic organizers such as maps, diagrams, timelines, and tables, students learn to locate, select, and synthesize information from a variety of resources.

ENGLISH LANGUAGE ARTS INTRODUCTION

MIDDLE SCHOOL: GRADES 5–8

At the middle school level, the focus is on developing an understanding of literary and structural elements found in literature and informational texts. Students deepen understanding of texts by developing and applying critical thinking skills to become more independent learners. Learning to make connections among events, characters, and other story elements helps students relate what they have read to their own lives and experiences. To make rigorous academic progress, students at the middle school level should comprehend and process texts that are organized in a variety of ways to accomplish different purposes.

Fifth-grade through eighth-grade students develop competence in communicating thoughts and ideas through written expression. At this level, students write multiparagraph compositions for different purposes, within specific contexts, and for a variety of audiences. By implementing the practices of good writing, grammar, and usage, student writers develop skill in writing with increased clarity and complexity.

Speaking and listening skills at this grade cluster focus on effective oral communication and include students preparing and giving formal and informal presentations. Knowledge of the research process extends as students gain skill in accessing, evaluating, and documenting information using technology resources to produce research reports.

HIGH SCHOOL: GRADES 9–12

At the high school level, students in grades nine through twelve focus on developing the ability to bring multiple levels of understanding to the texts that they read. Students employ critical thinking strategies such as asking questions as they read, making predictions, drawing conclusions, and creating meanings to match their initial assumptions about a text. Students at this level read between and beyond the lines of sophisticated, complex texts in order to shape their learning and to do more critical thinking at school and in real life.

Ninth-grade through twelfth-grade students develop competence in using writing processes to craft a wide variety of compositions for academic as well as real-life purposes. At this level, writers develop individual styles and increase proficiency in revising, editing, and proofreading their own work.

Speaking and listening skills are fine-tuned at this level and include learning both to follow and communicate complex directions and to prepare and deliver oral responses and complex presentations. Students gain skill in using all parts of the research process to produce thoughtful, well-organized research papers that have real-life and academic applications.

ENGLISH LANGUAGE ARTS INTRODUCTION

STANDARDS/BENCHMARKS/GLES

Codes at the end of each GLE are used to identify a developmental profile indicator from the *Louisiana Standards for Programs Serving Four-Year-Old Children* (Table 1) and/or benchmarks from the *Louisiana English Language Arts Content Standards* (Table 2). A GLE may apply to more than one benchmark; as a result, a GLE may have more than one code.

Developmental Profile Indicator Codes: The first term is always PK, which means prekindergarten. The second term indicates the domain and content area (i.e., Language and Literacy Development). The third term indicates the skill area (i.e., Listening, Speaking, Reading, Writing) and skill number (e.g., 1, 2).

Table 1. **Explanation of Developmental Profile Indicator Codes**

Code(s)	Explanation
PK-LL-L3	Prekindergarten, Language and Literacy Development, Listening, Skill 3
PK-LL-R4	Prekindergarten, Language and Literacy Development, Reading, Skill 4
PK-LL-S2	Prekindergarten, Language and Literacy Development, Speaking, Skill 2

GLE Numbering and Benchmark Codes:

Grade-Level Expectations are numbered consecutively in each grade level and grouped by standard in the following order:

- Standards 1, 6, and 7—Reading and responding
- Standards 2 and 3—Writing process and conventions of language
- Standard 4—Speaking and listening
- Standard 5—Using information resources

Benchmarks are coded by content area, standard number, and grade cluster. The first part is always ELA, which stands for English language arts. The second part, or term, indicates the standard number. The third term indicates the grade cluster and benchmark number.

Table 2. Explanation of Benchmark Codes

Code(s)	Explanation
ELA-1-E2	English Language Arts, Standard 1, Elementary, Benchmark 2
ELA-4-M1	English Language Arts, Standard 4, Middle School, Benchmark 1
ELA-3-H4	English Language Arts, Standard 3, High School, Benchmark 4

Fifth Grade

Grade-Level Expectations (GLEs) for fifth grade reflect a shift in understanding and approach as students become submerged in the experience of reading to learn. Students become skilled at interpreting as they identify and explain story elements, literary devices, and the fine points of expository texts. The influence of cultural characteristics, the features of various genres, and an author's viewpoint and purpose for writing are extracted from the reading and writing experiences of fifth-grade students. By implementing the practices of good writing, grammar, and usage, students write compositions of increased clarity and complexity, using technology resources.

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

SAMPLE PAGE AND KEY FOR ENGLISH LANGUAGE ARTS (ELA)

Standard

Standard One: Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

Benchmarks

Grade-Level Expectations (GLEs)

Benchmarks	Grade-Level Expectations
ELA-1-E1: gaining meaning from print and building vocabulary using a full range of strategies (e.g., self-monitoring and correcting, searching, cross-checking), evidenced by reading behaviors using phonemic awareness, phonics, sentence structure, and meaning	1. Use understanding of base words, roots, prefixes, and suffixes to decode more complex words (ELA-1-E1) 2. Determine the meaning of unfamiliar words using knowledge of word origins and inflections (ELA-1-E1) 3. Determine word meanings, word choices, and pronunciations using a broad variety of reference aids such as dictionaries, thesauruses, synonym finders, and reference software (ELA-1-E1)
ELA-1-E2: using the conventions of print (e.g., left-to-right directionality, top-to-bottom, one-to-one matching, sentence framing)	
ELA-1-E3: adjusting speed of reading (e.g., appropriate pacing, intonation, expression) to suit the difficulty of materials and the purpose for reading (e.g., enjoying, learning, problem solving)	4. Adjust speed of reading to accomplish purpose based on text complexity (ELA-1-E3)
ELA-1-E4: recognizing story elements (e.g., setting, plot, character, theme) and literary devices (e.g., simile, dialogue, personification) within a selection	5. Identify a variety of story elements, including: • the impact of setting on character • multiple conflicts • first- and third-person points of view • development of theme (ELA-1-E4) 6. Identify literary devices, including metaphor and hyperbole (ELA-1-E4)

FIFTH GRADE

ENGLISH LANGUAGE ARTS (ELA)

Standard One: Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

Benchmarks	Grade-Level Expectations
ELA-1-M1: using knowledge of word meaning and developing basic and technical vocabulary using various strategies (e.g., context clues, idioms, affixes, etymology, multiple-meaning words)	1. Identify word meanings using a variety of strategies, including: • using context clues (e.g., definition, restatement, example, contrast) • using structural analysis (e.g., base words, roots, affixes) • determining word origins (etymology) • using electronic and print dictionaries, thesauruses, glossaries (ELA-1-M1) 2. Identify common abbreviations, symbols, acronyms, and multiple-meaning words (ELA-1-M1) 3. Identify the meanings of idioms and analogies (ELA-1-M1) 4. Develop specific vocabulary (e.g., for reading scientific, geographical, historical, and mathematical texts, as well as news and current events) for various purposes (ELA-1-M1)

ELA-1-M2: interpreting story elements (e.g., mood, tone, style) and literary devices (e.g., flashback, metaphor, foreshadowing, symbolism) within a selection	5. Identify and explain story elements, including: • theme development • character development • relationship of word choice and mood • plot sequence (e.g., exposition, rising action, climax, falling action, resolution) (ELA-1-M2) 6. Identify and explain literary devices in grade-appropriate texts, including: • how word choice and images appeal to the senses and suggest mood, tone, and style • foreshadowing • flashback (ELA-1-M2)
ELA-1-M3: reading, comprehending, and responding to written, spoken, and visual texts in extended passages (e.g., ranging from 500-1,000 words)	7. Answer literal and inferential questions in oral and written responses about ideas and information in grade-appropriate texts, including: • fiction • nonfiction • poetry • songs (ELA-1-M3)
ELA-1-M4: interpreting (e.g., paraphrasing, comparing, contrasting) texts with supportive explanations to generate connections to real-life situations and other texts (e.g., business, technical, scientific)	8. Identify the connections between ideas and information in a variety of texts (e.g., cartoons, poetry, fiction, instructional manuals) and real-life situations and other texts (ELA-1-M4)
ELA-1-M5: adjusting reading rate according to texts and purposes for reading (e.g., problem solving, evaluating, researching)	

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

Standard Six: Students read, analyze, and respond to literature as a record of life experiences.	

Benchmarks	Grade-Level Expectations
ELA-6-M1: comparing/contrasting and responding to United States and world literature that represents the experiences and traditions of diverse ethnic groups	9. Identify cultural characteristics, including customs, traditions, and viewpoints, found in national, world, and multicultural literature in oral and written responses (ELA-6-M1)
ELA-6-M2: identifying, comparing and responding to a variety of classic and contemporary fiction and non-fiction literature from many genres (e.g., novels, drama)	10. Compare and contrast elements (e.g., plot, setting, characters, theme) in a variety of genres in oral and written responses (ELA-6-M2)
ELA-6-M3: classifying and interpreting various genres according to their unique characteristics	11. Use knowledge of the distinctive characteristics to classify and interpret elements of various genres, including: • fiction (e.g., folktales, fairy tales, fables, legends, short stories, novels) • nonfiction (e.g., biography, autobiography, informational text) • poetry (e.g., lyric, narrative) • drama (e.g., one-act play or skits) (ELA-6-M3)

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

Standard Seven: Students apply reasoning and problem-solving skills to reading, writing, speaking, listening, viewing, and visually representing.

Benchmarks	Grade-Level Expectations
ELA-7-M1: using comprehension strategies (e.g., summarizing, recognizing literary devices, paraphrasing) to analyze oral, written, and visual texts	12. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: • sequencing events and steps in a process • summarizing and paraphrasing information • identifying stated and implied main ideas and supporting details for each • comparing and contrasting literary elements and ideas • making simple inferences and drawing conclusions • predicting the outcome of a story or situation with reasonable justification • identifying literary devices (ELA-7-M1)
ELA-7-M2: using reasoning skills (e.g., categorizing, prioritizing), life experiences, accumulated knowledge, and relevant available information resources to solve problems in oral, written, and visual texts	13. Examine and explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2) 14. Use technical information and other available resources (e.g., software programs, manuals) to solve problems (ELA-7-M2)
ELA-7-M3: interpreting the effects of an author's purpose (reason for writing) and viewpoint (perspective)	15. Explain an author's purpose for writing (e.g., to explain, to entertain, to persuade, to inform, to express personal attitudes or beliefs) (ELA-7-M3) 16. Explain how the author's viewpoint (perspective, bias) is reflected in the text (ELA-7-M3)

ELA-7-M4: using inductive and deductive reasoning skills across oral, written, and visual texts	17. Analyze grade-appropriate print and nonprint texts using various reasoning skills, including: • identifying cause-effect relationships • raising questions • thinking inductively and deductively • generating a theory or hypothesis • skimming/scanning • distinguishing facts from opinions and probability (ELA-7-M4)

Standard Two: Students write competently for a variety of purposes and audiences.

Benchmarks	**Grade-Level Expectations**
ELA-2-M1: writing multi-paragraph compositions (150-200 words) that clearly imply a central idea with supporting details in a logical, sequential order	18. Write multiparagraph compositions on student- or teacher-selected topics organized with the following: • an established central idea • important ideas or events stated in sequential or chronological order • elaboration (e.g., fact, examples, specific details) • transitional words and phrases that unify points and ideas • an overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas (ELA-2-M1) 19. Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-M1)

ELA-2-M2: using language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing complex compositions	20. Develop grade-appropriate compositions on student- or teacher-selected topics that include the following: • word choices (diction) appropriate to the identified audience and/or purpose • vocabulary selected to clarify meaning, create images, and set a tone • information/ideas selected to engage the interest of the reader • clear voice (individual personality) • variety in sentence structure (ELA-2-M2)
ELA-2-M3: identifying and applying the steps of the writing process	21. Develop grade-appropriate compositions applying writing processes such as the following: • selecting topic and form • prewriting (e.g., brainstorming, researching, raising questions, completing graphic organizers) • drafting • conferencing (e.g., peer and teacher) • revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics) • proofreading/editing • publishing using technology (ELA-2-M3)
ELA-2-M4: using narration, description, exposition, and persuasion to develop various modes of writing (e.g., notes, essays)	22. Develop grade-appropriate paragraphs and multiparagraph compositions using the various modes (i.e., description, narration, exposition, and persuasion), emphasizing narration and exposition (ELA-2-M4) 23. Use the various modes to write compositions, including: • how-to essays • stories that incorporate dialogue, characters, plot, setting, and sensory details (ELA-2-M4)
ELA-2-M5: identifying and applying literary devices (e.g., symbolism, dialogue)	24. Develop writing/compositions using a variety of literary and sound devices, including similes, metaphors, and onomatopoeia (ELA-2-M5)

ELA-2-M6: writing as a response to texts and life experiences (e.g., personal and business letters)	25. Write for various purposes, including: • formal and informal letters that state a purpose, make requests, or give compliments • evaluations of media, such as films, performances, or field trips • explanations of stories and poems using retellings, examples, and text-based evidence (ELA-2-M6)

Standard Three: Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.

Benchmarks	Grade-Level Expectations
ELA-3-M1: writing fluidly and legibly in cursive or printed form	
ELA-3-M2: demonstrating use of punctuation (e.g., colon, semicolon, quotation marks, dashes, parentheses), capitalization, and abbreviations	26. Use standard English punctuation, including: • parentheses and commas in direct quotations • commas to set off appositives and introductory phrases • use quotation marks around dialogue (ELA-3-M2) 27. Capitalize the first and other important words in titles and proper nouns (ELA-3-M2)
ELA-3-M3: demonstrating standard English structure and usage by using correct and varied sentence types (e.g., compound and compound-complex) and effective personal styles	28. Write paragraphs and compositions following standard English structure and usage, including: • varied sentence structures (e.g., simple, compound) and types (i.e., declarative, interrogative, imperative, exclamatory) • agreement of subjects and verbs in complex sentences • sentences without double negatives • correct sentence fragments and run-on sentences (ELA-3-M3)

ELA-3-M4: demonstrating understanding of the parts of speech to make choices for writing	29. Apply knowledge of parts of speech in writing, including: • using same verb tense throughout when appropriate • selecting and using specific nouns, pronouns, and verbs for clarity (ELA-3-M4)
ELA-3-M5: spelling accurately using strategies and resources (e.g., glossary, dictionary, thesaurus, spell check) when necessary	30. Spell high-frequency, commonly confused, frequently misspelled words correctly (ELA-3-M5) 31. Incorporate accurate spelling and use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA-3-M5)

Standard Four: Students demonstrate competence in speaking and listening as tools for learning and communicating.

Benchmarks	**Grade-Level Expectations**
ELA-4-M1: speaking intelligibly, using standard English pronunciation and diction	32. Adjust diction and enunciation to suit the purpose for speaking (ELA-4-M1) 33. Use complete sentences and standard English grammar, diction, syntax, and pronunciation when speaking (ELA-4-M1)
ELA-4-M2: giving and following directions/procedures	34. Follow procedures (e.g., read, question, write a response, form groups) from detailed oral instructions (ELA-4-M2) 35. Restate or describe oral directions/procedures for tasks (ELA-4-M2)
ELA-4-M3: using the features of speaking (e.g., audience analysis, message construction, delivery, interpretation of feedback) when giving rehearsed and unrehearsed presentations	36. Adjust volume and inflection to suit the audience and purpose of presentations (ELA-4-M3) 37. Organize oral presentations with a thesis, an introduction, a body developed with relevant details, and a conclusion (ELA-4-M3)

ELA-4-M4: speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving)	38. Demonstrate active listening strategies (e.g., asking focused questions, responding to questions, making visual contact) (ELA-4-M4) 39. Deliver formal and informal presentations for a variety of purposes, including: • book reports • personal experiences • explanations of projects (ELA-4-M4)
ELA-4-M5: listening and responding to a wide variety of media	40. Evaluate media for various purposes, including: • effectiveness of organization and presentation • usefulness and relevance of information (ELA-4-M5)
ELA-4-M6: participating in a variety of roles in group discussions (e.g., facilitator, recorder)	41. Participate in group and panel discussions, including: • explaining the effectiveness and dynamics of group process • applying agreed-upon rules for formal and informal discussions • assuming a variety of roles (e.g., facilitator, recorder, leader, listener) (ELA-4-M6)

Standard Five: Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.

Benchmarks	Grade-Level Expectations
ELA-5-M1: identifying and using organizational features of printed text, other media, and electronic information (e.g., microprint, CD-ROM, e-mail)	42. Locate and select information using a variety of organizational features in grade-appropriate resources, including: • complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices) • electronic storage devices (e.g., CD-ROMs, diskettes, software, drives) • frequently accessed and bookmarked Web addresses (ELA-5-M1)

ELA-5-M2: integrating information sources	43. Locate and integrate information from grade-appropriate resources, including: - multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias) - electronic sources (e.g., Web sites, databases, audio and video tapes, films, documentaries) for use in researching a topic (ELA-5-M2)
ELA-5-M3: locating, gathering, and selecting information using formal outlining, paraphrasing, interviewing, and surveying to produce documented texts and graphics	44. Locate, gather, and select information using data-gathering strategies, including: - surveying - interviewing - paraphrasing (ELA-5-M3) 45. Generate grade-appropriate research reports that include information presented in a variety of forms, including: - visual representations of data/information - graphic organizers (e.g., outlines, timelines, charts, webs) - bibliographies (ELA-5-M3)
ELA-5-M4: using available technology to produce, revise, and publish a variety of works (e.g., documented research reports, investigative reports, annotated bibliographies)	46. Use word processing and/or other technology to draft, revise, and publish a variety of works, including compositions and reports (ELA-5-M4)
ELA-5-M5: citing references using various formats (e.g., endnotes, annotated bibliographies)	47. Give credit for borrowed information following acceptable use policy, including: - integrating quotations and citations - using endnotes - creating bibliographies and/or works cited lists (ELA-5-M5)
ELA-5-M6: identifying and interpreting graphic organizers (e.g., flowcharts, timelines, tree diagrams)	48. Interpret information from a variety of grade-appropriate sources, including timelines, charts, schedules, tables, diagrams, and maps (ELA-5-M6)

Sixth Grade

Grade-Level Expectations (GLEs) for sixth grade target the application, analysis, and synthesis of reading strategies, skills, and vocabulary development in more varied and complex texts. Comparing and contrasting the concepts and literary elements of rich texts plays a large role in the experience of sixth-grade readers. At this level, students examine techniques that authors and writers use to solve real-life problems, and students then connect their observations to their own experiences. Writing experiences include development of coherent, multiparagraph compositions that project the writer's voice and employ the conventions of good writing. Oral communication skills develop as students gain further experience in working in peer groups, preparing oral reports, and following complex directions. Students use organizational features of technology and other resources to extend their knowledge of the research process.

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

SIXTH GRADE

ENGLISH LANGUAGE ARTS (ELA)

Standard One: Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

Benchmarks	Grade-Level Expectations
ELA-1-M1: using knowledge of word meaning and developing basic and technical vocabulary using various strategies (e.g., context clues, idioms, affixes, etymology, multiple-meaning words)	1. Identify word meanings using a variety of strategies, including: • using context clues (e.g., definition, restatement, example, contrast) • using structural analysis (e.g., roots, affixes) • determining word origins (etymology) • using knowledge of idioms • explaining word analogies (ELA-1-M1) 2. Identify common abbreviations, symbols, acronyms, and multiple-meaning words (ELA-1-M1) 3. Develop specific vocabulary (e.g., scientific, content-specific, current events) for various purposes (ELA-1-M1)

ELA-1-M2: interpreting story elements (e.g., mood, tone, style) and literary devices (e.g., flashback, metaphor, foreshadowing, symbolism) within a selection	4. Identify and explain story elements, including: • theme development • character development • relationship of word choice and mood • plot sequence (e.g., exposition, rising action, climax, falling action, resolution) (ELA-1-M2) 5. Identify and explain literary and sound devices, including: • foreshadowing • flashback • imagery • onomatopoeia (ELA-1-M2)
ELA-1-M3: reading, comprehending, and responding to written, spoken, and visual texts in extended passages (e.g., ranging from 500-1,000 words)	6. Answer literal and inferential questions in oral and written responses about ideas and information in grade-appropriate texts, including: • comic strips • editorial cartoons • speeches (ELA-1-M3)
ELA-1-M4: interpreting (e.g., paraphrasing, comparing, contrasting) texts with supportive explanations to generate connections to real- life situations and other texts (e.g., business, technical, scientific)	7. Explain the connections between ideas and information in a variety of texts (e.g., journals, technical specifications, advertisements) and real-life situations and other texts (ELA-1-M4)
ELA-1-M5: adjusting reading rate according to texts and purposes for reading (e.g., problem solving, evaluating, researching)	

Standard Six: Students read, analyze, and respond to literature as a record of life experiences.

Benchmarks	Grade-Level Expectations
ELA-6-M1: comparing/contrasting and responding to United States and world literature that represents the experiences and traditions of diverse ethnic groups	8. Compare and contrast cultural characteristics (e.g., customs, traditions, viewpoints) found in national, world, and multicultural literature (ELA-6-M1)
ELA-6-M2: identifying, comparing and responding to a variety of classic and contemporary fiction and non-fiction literature from many genres (e.g., novels, drama)	9. Compare and contrast elements (e.g., plot, setting, characters, theme) in a variety of genres (ELA-6-M2)
ELA-6-M3: classifying and interpreting various genres according to their unique characteristics	10. Use knowledge of the distinctive characteristics to classify and interpret elements of various genres, including: • fiction (e.g., myths, historical fiction) • nonfiction (e.g., newspaper articles, magazine articles) • poetry (e.g., lyric, narrative) • drama (e.g., short plays) (ELA-6-M3)

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

Standard Seven: Students apply reasoning and problem-solving skills to reading, writing, speaking, listening, viewing, and visually representing.

Benchmarks	Grade-Level Expectations
ELA-7-M1: using comprehension strategies (e.g., summarizing, recognizing literary devices, paraphrasing) to analyze oral, written, and visual texts	11. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: • sequencing events and steps in a process • summarizing and paraphrasing information • identifying stated or implied main ideas and supporting details • comparing and contrasting literary elements and ideas • making simple inferences and drawing conclusions • predicting the outcome of a story or situation • identifying literary devices (ELA-7-M1)
ELA-7-M2: using reasoning skills (e.g., categorizing, prioritizing), life experiences, accumulated knowledge, and relevant available information resources to solve problems in oral, written, and visual texts	12. Examine and explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2) 13. Use technical information and other available resources (e.g., software programs, manuals) to solve problems (ELA-7-M2)
ELA-7-M3: interpreting the effects of an author's purpose (reason for writing) and viewpoint (perspective)	14. Analyze an author's stated or implied purpose for writing (e.g., to explain, to entertain, to persuade, to inform, to express personal attitudes or beliefs) (ELA-7-M3) 15. Identify persuasive techniques (e.g., unsupported inferences, faulty reasoning, generalizations) that reflect an author's viewpoint (perspective) in texts (ELA-7-M3)

ELA-7-M4: using inductive and deductive reasoning skills across oral, written, and visual texts	16. Analyze grade-appropriate print and nonprint texts using various reasoning skills, including: • identifying cause-effect relationships • raising questions • reasoning inductively and deductively • generating a theory or hypothesis • skimming/scanning • distinguishing facts from opinions and probability (ELA-7-M4)

Standard Two: Students write competently for a variety of purposes and audiences.

Benchmarks	**Grade-Level Expectations**
ELA-2-M1: writing multi-paragraph compositions (150-200 words) that clearly imply a central idea with supporting details in a logical, sequential order	17. Write multiparagraph compositions on student- or teacher-selected topics organized with the following: • an established central idea • organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic • elaboration (e.g., fact, examples, and/or specific details) • transitional words and phrases that unify ideas and points • an overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas (ELA-2-M1) 18. Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-M1)

ELA-2-M2: using language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing complex compositions	19. Develop grade-appropriate compositions on student- or teacher-selected topics that include the following: • word choices (diction) appropriate to the identified audience and/or purpose • vocabulary selected to clarify meaning, create images, and set a tone • information/ideas selected to engage the interest of the reader • clear voice (individual personality) • variety in sentence structure (ELA-2-M2)
ELA-2-M3: identifying and applying the steps of the writing process	20. Develop grade-appropriate compositions applying writing processes such as the following: • selecting topic and form • prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers) • drafting • conferencing (e.g., peer, teacher) • revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics) • proofreading/editing • publishing using technology (ELA-2-M3)
ELA-2-M4: using narration, description, exposition, and persuasion to develop various modes of writing (e.g., notes, essays)	21. Develop grade-appropriate paragraphs and multiparagraph compositions using the various modes of writing (e.g., description, narration, exposition, persuasion), emphasizing narration and exposition (ELA-2-M4) 22. Use the various modes to write compositions, including: • comparison/contrast • essays based on a stated opinion (ELA-2-M4)
ELA-2-M5: identifying and applying literary devices (e.g., symbolism, dialogue)	23. Develop writing using a variety of literary devices, including foreshadowing, flashback, and imagery (ELA-2-M5)

ELA-2-M6: writing as a response to texts and life experiences (e.g., personal and business letters)	24. Write for various purposes, including: • business letters that include a heading, inside address, salutation, body, and signature • evaluations, supported with facts and opinions, of newspaper/magazine articles and editorial cartoons • text-supported interpretations of elements of novels, stories, poems, and plays (ELA-2-M6)

Standard Three: Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.

Benchmarks	Grade-Level Expectations
ELA-3-M1: writing fluidly and legibly in cursive or printed form	
ELA-3-M2: demonstrating use of punctuation (e.g., colon, semicolon, quotation marks, dashes, parentheses), capitalization, and abbreviations	25. Use standard English punctuation, including: • hyphens to separate syllables of words and compound adjectives • commas and coordinating conjunctions to separate independent clauses in compound sentences • colons after salutation in business letters (ELA-3-M2) 26. Capitalize names of companies, buildings, monuments, and geographical names (ELA-3-M2)
ELA-3-M3: demonstrating standard English structure and usage by using correct and varied sentence types (e.g., compound and compound-complex) and effective personal styles	27. Write paragraphs and compositions following standard English structure and usage, including: • possessive forms of singular and plural nouns and pronouns • regular and irregular verb tenses • homophones (ELA-3-M3)

ELA-3-M4 demonstrating understanding of the parts of speech to make choices for writing	28. Apply knowledge of parts of speech in writing, including: • prepositional phrases • interjections for emphasis • conjunctions and transitions to connect ideas (ELA-3-M4)
ELA-3-M5: spelling accurately using strategies and resources (e.g., glossary, dictionary, thesaurus, spell check) when necessary	29. Spell high-frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots and affixes) correctly (ELA-3-M5) 30. Use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA-3-M5)

Standard Four: Students demonstrate competence in speaking and listening as tools for learning and communicating.

Benchmarks	Grade-Level Expectations
ELA-4-M1: speaking intelligibly, using standard English pronunciation and diction	31. Adjust diction and enunciation to suit the purpose for speaking (ELA-4-M1) 32. Use standard English grammar, diction, syntax, and pronunciation when speaking (ELA-4-M1)
ELA-4-M2: giving and following directions/procedures	33. Follow procedures (e.g., read, question, write a response, form groups) from detailed oral instructions (ELA-4-M2) 34. State oral directions/procedures for tasks (ELA-4-M2)
ELA-4-M3: using the features of speaking (e.g., audience analysis, message construction, delivery, interpretation of feedback) when giving rehearsed and unrehearsed presentations	35. Adjust volume and inflection to suit the audience and purpose of presentations (ELA-4-M3) 36. Organize oral presentations with a thesis, an introduction, a body developed with relevant details, and a conclusion (ELA-4-M3)

ELA-4-M4: speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving)	37. Demonstrate active listening strategies for various purposes, including: • viewing a video to interpret the meaning of the story, to determine the speaker's/character's attitude using verbal and nonverbal cues, and to draw conclusions about the presentation • summarizing the main points of a speaker's message, including supporting details and their significance (ELA-4-M4) 38. Deliver oral presentations and responses, including: • a research-based presentation • formal and informal descriptive presentations that convey relevant information and descriptive details (ELA-4-M4)
ELA-4-M5: listening and responding to a wide variety of media	39. Evaluate media for various purposes, including: • text structure • images/sensory details • support for main position • background information • opinions vs. facts • sequence of ideas and organization (ELA-4-M5)
ELA-4-M6: participating in a variety of roles in group discussions (e.g., facilitator, recorder)	40. Participate in group and panel discussions, including: • explaining the effectiveness and dynamics of group process • applying agreed-upon rules for formal and informal discussions • assuming a variety of roles (e.g., facilitator, recorder, leader, listener) (ELA-4-M6)

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

Standard Five: Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.

Benchmarks	Grade-Level Expectations
ELA-5-M1: identifying and using organizational features of printed text, other media, and electronic information (e.g., microprint, CD-ROM, e-mail)	41. Locate and select information using organizational features of grade-appropriate resources, including: • complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices) • electronic storage devices (e.g., CD-ROMs, diskettes, software, drives) • frequently accessed and bookmarked Web addresses • organizational features of electronic texts (e.g., bulletin boards, databases, keyword searches, e-mail addresses) (ELA-5-M1)
ELA-5-M2: integrating information sources	42. Locate and integrate information from grade-appropriate resources, including: • multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias) • electronic sources (e.g., Web sites, databases) • other media sources (e.g., audio and video tapes, films, documentaries, television, radio) (ELA-5-M2) 43. Identify sources as primary and secondary to determine credibility of information (ELA-5-M2)

ELA-5-M3: locating, gathering, and selecting information using formal outlining, paraphrasing, interviewing, and surveying to produce documented texts and graphics	44. Locate, gather, and select information using data-gathering strategies, including: • surveying • interviewing • paraphrasing (ELA-5-M3) 45. Generate grade-appropriate research reports that include information presented in a variety of forms, including: • visual representations of data/information • graphic organizers (e.g., outlines, timelines, charts, webs) • bibliographies (ELA-5-M3)
ELA-5-M4: using available technology to produce, revise, and publish a variety of works (e.g., documented research reports, investigative reports, annotated bibliographies)	46. Use word processing and/or other technology to draft, revise, and publish a variety of works, including compositions, investigative reports, and business letters (ELA-5-M4)
ELA-5-M5: citing references using various formats (e.g., endnotes, annotated bibliographies)	47. Give credit for borrowed information following acceptable-use policy, including: • integrating quotations and citations • using endnotes • creating bibliographies and/or works cited lists (ELA-5-M5)
ELA-5-M6: identifying and interpreting graphic organizers (e.g., flowcharts, timelines, tree diagrams)	48. Interpret information from a variety of graphic organizers , including timelines, charts, schedules, tables, diagrams, and maps in grade-appropriate sources (ELA-5-M6)

Seventh Grade

Grade-Level Expectations (GLEs) for seventh grade emphasize the use of higher order reading, writing, and thinking strategies. Students begin to identify universal themes and cultural viewpoints found in multicultural literature. Identifying and analyzing the distinguishing characteristics of various genres and significant literary techniques also advances as students read a broader and richer pool of literary and informational texts. Students learn to make explicit connections between what they read, learn, and experience by making critical comparisons within and between texts. To write unified, multiparagraph compositions with an emphasis on revision for clarity and coherence, students must plan, organize, and revisit techniques for crafting the language they use to write. At this grade level, students also learn effective oral communication by preparing and giving formal and informational presentations. Knowledge of the research process is extended in selecting and evaluating information from multiple sources and in using technology to publish reports and research documents.

SEVENTH GRADE

ENGLISH LANGUAGE ARTS (ELA)

Standard One: Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

Benchmarks	Grade-Level Expectations
ELA-1-M1: using knowledge of word meaning and developing basic and technical vocabulary using various strategies (e.g., context clues, idioms, affixes, etymology, multiple-meaning words)	1. Develop vocabulary using a variety of strategies, including: • use of connotative and denotative meanings • use of Greek, Latin, and Anglo-Saxon base words, roots, affixes, and word parts (ELA-1-M1)
ELA-1-M2: interpreting story elements (e.g., mood, tone, style) and literary devices (e.g., flashback, metaphor, foreshadowing, symbolism) within a selection	2. Explain story elements, including: • the revelation of character motivation through thoughts, words, and actions • plot sequence (e.g., exposition, rising action, climax, falling action, resolution) • conflicts (e.g., man vs. man, nature, society, self) and their effect on plot • effects of first- and third-person points of view • theme development (ELA-1-M2) 3. Interpret literary devices, including: • symbolism • puns • analogies (ELA-1-M2)
ELA-1-M3: reading, comprehending, and responding to written, spoken, and visual texts in extended passages (e.g., ranging from 500-1,000 words)	4. Draw conclusions and make inferences in oral and written responses about ideas and information in grade-appropriate texts, including: • instructional materials • essays • dramas (ELA-1-M3)

ELA-1-M4: interpreting (e.g., paraphrasing, comparing, contrasting) texts with supportive explanations to generate connections to real- life situations and other texts (e.g., business, technical, scientific)	5. Interpret ideas and information in a variety of texts, including periodical articles, editorials, and lyrics, and make connections to real-life situations and other texts (ELA-1-M4)
ELA-1-M5: adjusting reading rate according to texts and purposes for reading (e.g., problem solving, evaluating, researching)	

Standard Six: Students read, analyze, and respond to literature as a record of life experiences.

Benchmarks	Grade-Level Expectations
ELA-6-M1: comparing/contrasting and responding to United States and world literature that represents the experiences and traditions of diverse ethnic groups	6. Identify universal themes (e.g., search for identity, love, friendship, family, courage, adversity) and cultural viewpoints found in national, world, and multicultural literature in oral and written responses (ELA-6-M1)
ELA-6-M2: identifying, comparing and responding to a variety of classic and contemporary fiction and non-fiction literature from many genres (e.g., novels, drama)	7. Compare and contrast elements (e.g., plot, setting, character, theme) in multiple genres in oral and written responses (ELA-6-M2)
ELA-6-M3: classifying and interpreting various genres according to their unique characteristics	8. Use knowledge of the distinctive characteristics to classify and interpret elements of various genres, including: • fiction (e.g., science fiction/fantasy) • nonfiction (e.g., essays, letters) • poetry (e.g., lyric, narrative) • drama (e.g., short plays) (ELA-6-M3)

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

Standard Seven: Students apply reasoning and problem-solving skills to reading, writing, speaking, listening, viewing, and visually representing.

Benchmarks	Grade-Level Expectations
ELA-7-M1: using comprehension strategies (e.g., summarizing, recognizing literary devices, paraphrasing) to analyze oral, written, and visual texts	9. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: • sequencing events and steps in a process • summarizing and paraphrasing information • identifying stated or implied main ideas and explaining how details support ideas • comparing and contrasting literary elements and ideas • making inferences and drawing conclusions • predicting the outcome of a story or situation • identifying literary devices (ELA-7-M1)
ELA-7-M2: using reasoning skills (e.g., categorizing, prioritizing), life experiences, accumulated knowledge, and relevant available information resources to solve problems in oral, written, and visual texts	10. Explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2) 11. Use technical information and other available resources (e.g., Web sites, interviews) to solve problems (ELA-7-M2)
ELA-7-M3: interpreting the effects of an author's purpose (reason for writing) and viewpoint (perspective)	12. Explain the effects of an author's stated purpose for writing (ELA-7-M3) 13. Identify an author's bias (objectivity) for, against, or neutral toward an issue (ELA-7-M3)

ELA-7-M4: using inductive and deductive reasoning skills across oral, written, and visual texts	14. Analyze grade-appropriate print and nonprint texts using various reasoning skills, for example: • identifying cause-effect relationships • raising questions • reasoning inductively and deductively • generating a theory or hypothesis • skimming/scanning (ELA-7-M4)

Standard Two: Students write competently for a variety of purposes and audiences.

Benchmarks	**Grade-Level Expectations**
ELA-2-M1: writing multi-paragraph compositions (150-200 words) that clearly imply a central idea with supporting details in a logical, sequential order	15. Write multiparagraph compositions on student- or teacher-selected topics organized with the following: • established central idea • organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic • elaboration (e.g., fact, examples, and/or specific details) • transitional words and phrases that unify ideas and points • overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas and details (ELA-2-M1) 16. Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-M1)

ELA-2-M2: using language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing complex compositions	17. Develop grade-appropriate compositions on student- or teacher-selected topics that include the following: • word choices (diction) appropriate to the identified audience and/or purpose • vocabulary selected to clarify meaning, create images, and set a tone • information/ideas selected to engage the interest of the reader • clear voice (individual personality) • variety in sentence structure (ELA-2-M2)
ELA-2-M3: identifying and applying the steps of the writing process	18. Develop grade-appropriate compositions by identifying and applying writing processes, such as the following: • selecting topic and form • prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers) • drafting • conferencing (e.g., peer and teacher) • revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics) • proofreading/editing • publishing using technology (ELA-2-M3)
ELA-2-M4: using narration, description, exposition, and persuasion to develop various modes of writing (e.g., notes, essays)	19. Develop grade-appropriate paragraphs and multiparagraph compositions using the various modes of writing (e.g., description, narration, exposition, persuasion), emphasizing narration and exposition (ELA-2-M4) 20. Use the various modes to write compositions, including: • essays based on a stated opinion • fictional narratives (ELA-2-M4)
ELA-2-M5: identifying and applying literary devices (e.g., symbolism, dialogue)	21. Develop writing using a variety of literary devices, including analogies, symbolism, and puns (ELA-2-M5)

ELA-2-M6: writing as a response to texts and life experiences (e.g., personal and business letters)	22. Write for various purposes, including: • letters of complaint supported with complete and accurate information and reasons • evaluations of media, such as television, radio, and the arts • text-supported interpretations of elements of grade-appropriate stories, poems, plays, and novels • applications, such as memberships and library cards (ELA-2-M6)

Standard Three: Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.

Benchmarks	Grade-Level Expectations
ELA-3-M1: writing fluidly and legibly in cursive or printed form	
ELA-3-M2: demonstrating use of punctuation (e.g., colon, semicolon, quotation marks, dashes, parentheses), capitalization, and abbreviations	23. Use standard English punctuation, including: • commas to set off direct quotations, nouns of direct address, and after introductory words or phrases • semicolons or colons to separate independent clauses (ELA-3-M2)
ELA-3-M3: demonstrating standard English structure and usage by using correct and varied sentence types (e.g., compound and compound-complex) and effective personal styles	24. Write paragraphs and compositions following standard English structure and usage, including: • varied sentence structures, including complex sentences • antecedents that agree with pronouns in number, person, and gender • sentences without double negatives (ELA-3-M3)
ELA-3-M4: demonstrating understanding of the parts of speech to make choices for writing	25. Apply knowledge of parts of speech in writing, including: • infinitives and participles • superlative and comparative degrees of adjectives • adverbs (ELA-3-M4)

Benchmarks	Grade-Level Expectations
ELA-3-M5: spelling accurately using strategies and resources (e.g., glossary, dictionary, thesaurus, spell check) when necessary	26. Spell high-frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots, affixes) correctly (ELA-3-M5)
	27. Use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA-3-M5)

Standard Four: Students demonstrate competence in speaking and listening as tools for learning and communicating.

Benchmarks	Grade-Level Expectations
ELA-4-M1: speaking intelligibly, using standard English pronunciation and diction	28. Adjust diction and enunciation to suit the purpose for speaking (ELA-4-M1)
	29. Use standard English grammar, diction, syntax, and pronunciation when speaking (ELA-4-M1)
ELA-4-M2: giving and following directions/procedures	30. Follow procedures (e.g., read, question, write a response, form groups) from detailed oral instructions (ELA-4-M2)
	31. State oral directions/procedures for tasks (ELA-4-M2)
ELA-4-M3: using the features of speaking (e.g., audience analysis, message construction, delivery, interpretation of feedback) when giving rehearsed and unrehearsed presentations	32. Adjust volume and inflection to suit the audience and purpose of presentations (ELA-4-M3)
	33. Organize oral presentations with a thesis, an introduction, a body developed with relevant details, and a conclusion (ELA-4-M3)
ELA-4-M4: speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving)	34. Evaluate and determine bias and credibility of various media presentations (e.g., TV and radio advertising) (ELA-4-M4)
	35. Deliver formal and informal persuasive presentations (ELA-4-M4)
	36. Deliver grade-appropriate research-based presentations (ELA-4-M4)
ELA-4-M5: listening and responding to a wide variety of media	37. Evaluate a variety of media for impressions/effect on listeners, faulty reasoning, propaganda techniques, and delivery (ELA-4-M5)

ELA-4-M6: participating in a variety of roles in group discussions (e.g., facilitator, recorder)	38. Participate in group and panel discussions, including: • explaining the effectiveness and dynamics of group process • applying agreed-upon rules for formal and informal discussions • assuming a variety of roles (e.g., facilitator, recorder, leader, listener) (ELA-4-M6)

Standard Five: Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.

Benchmarks	Grade-Level Expectations
ELA-5-M1: identifying and using organizational features of printed text, other media, and electronic information (e.g., microprint, CD-ROM, e-mail)	39. Locate and select information using organizational features of grade-appropriate resources, including: • complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices) • electronic storage devices (e.g., CD-ROMs, diskettes, software, drives) • frequently accessed and bookmarked Web addresses • features of electronic texts (e.g., hyperlinks, cross-referencing, Web resources, including online sources and remote sites) (ELA-5-M1)
ELA-5-M2: integrating information sources	40. Locate and integrate information from a variety of grade-appropriate resources, including: • multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias) • electronic sources (e.g., Web sites, databases) • other media sources (e.g., audio and video tapes, films, documentaries, television, radio) (ELA-5-M2) 41. Explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-M2)

ELA-5-M3: locating, gathering, and selecting information using formal outlining, paraphrasing, interviewing, and surveying to produce documented texts and graphics	42. Gather and select information using data-gathering strategies/tools, including: • surveying • interviewing • paraphrasing (ELA-5-M3) 43. Generate grade-appropriate research reports that include information presented in a variety of forms, including: • visual representations of data/information • graphic organizers (e.g., outlines, timelines, charts, webs) • works cited lists and/or bibliographies (ELA-5-M3)
ELA-5-M4: using available technology to produce, revise, and publish a variety of works (e.g., documented research reports, investigative reports, annotated bibliographies)	44. Use word processing and/or other technology to draft, revise, and publish a variety of works, including reports and research documents (ELA-5-M4)
ELA-5-M5: citing references using various formats (e.g., endnotes, annotated bibliographies)	45. Give credit for borrowed information following acceptable use policy, including: • integrating quotations and citations • using end notes • creating bibliographies and/or works cited lists (ELA-5-M5)
ELA-5-M6: identifying and interpreting graphic organizers (e.g., flowcharts, timelines, tree diagrams)	46. Interpret information from a variety of graphic organizers including timelines, charts, schedules, tables, diagrams, and maps in grade-appropriate sources (ELA-5-M6)

Eighth Grade

Grade-Level Expectations (GLEs) for eighth grade emphasize learning strategies that define the unique and varied ways in which authors deliver their messages or viewpoints in precise and effective styles. Making inferences and drawing conclusions about ideas and information in a broader range of texts prompt students to deeper understandings and interpretations of what they read and learn as they transfer knowledge across all content areas. In writing, students practice the techniques they have learned in previous grades while placing a greater emphasis on the revision stages of the writing process. Concise thesis statements that reflect a clear viewpoint and/or perspective and use of specific tone and style support articulate writing. At this grade level, students design, construct, and deliver well-organized oral presentations that are developed for specific purposes. In the area of research, students integrate information from multiple sources in producing oral and written responses and products.

EIGHTH GRADE

ENGLISH LANGUAGE ARTS (ELA)

Standard One: Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

Benchmarks	Grade-Level Expectations
ELA-1-M1: using knowledge of word meaning and developing basic and technical vocabulary using various strategies (e.g., context clues, idioms, affixes, etymology, multiple-meaning words)	1. Develop vocabulary using a variety of strategies, including: • use of connotative and denotative meanings • use of Greek, Latin, and Anglo-Saxon roots and word parts (ELA-1-M1)
ELA-1-M2: interpreting story elements (e.g., mood, tone, style) and literary devices (e.g., flashback, metaphor, foreshadowing, symbolism) within a selection	2. Interpret story elements, including: • stated and implied themes • development of character types (e.g., flat, round, dynamic, static) • effectiveness of plot sequence and/or subplots • the relationship of conflicts and multiple conflicts (e.g., man vs. man, nature, society, self) to plot • difference in third-person limited and omniscient points of view • how a theme is developed (ELA-1-M2) 3. Interpret literary devices, including: • allusions • understatement (meiosis) • how word choice and images appeal to the senses and suggest mood and tone • the use of foreshadowing and flashback to direct plot development • the effects of hyperbole and symbolism (ELA-1-M2)

ELA-1-M3: reading, comprehending, and responding to written, spoken, and visual texts in extended passages (e.g., ranging from 500-1,000 words)	4. Draw conclusions and make inferences in print and nonprint responses about ideas and information in grade-appropriate texts, including: • epics • consumer materials • public documents (ELA-1-M3)
ELA-1-M4: interpreting (e.g., paraphrasing, comparing, contrasting) texts with supportive explanations to generate connections to real- life situations and other texts (e.g., business, technical, scientific)	5. Interpret ideas and information in a variety of texts (e.g., scientific reports, technical guidelines, business memos) and make connections to real-life situations and other texts (ELA-1-M4)
ELA-1-M5: adjusting reading rate according to texts and purposes for reading (e.g., problem solving, evaluating, researching)	

Standard Six: Students read, analyze, and respond to literature as a record of life experiences.

Benchmarks	**Grade-Level Expectations**
ELA-6-M1: comparing/contrasting and responding to United States and world literature that represents the experiences and traditions of diverse ethnic groups	6. Analyze universal themes found in a variety of world and multicultural texts in oral and written responses (ELA-6-M1)
ELA-6-M2: identifying, comparing and responding to a variety of classic and contemporary fiction and non-fiction literature from many genres (e.g., novels, drama)	7. Compare and contrast elements (e.g., plot, setting, character, theme) in multiple genres (ELA-6-M2)

ELA-6-M3: classifying and interpreting various genres according to their unique characteristics	8. Use knowledge of the distinctive characteristics to classify and explain the significance of various genres, including: • fiction (e.g., mystery, novel) • nonfiction (e.g., workplace documents, editorials) • poetry (e.g., lyric, narrative) • drama (e.g., plays) (ELA-6-M3)

Standard Seven: Students apply reasoning and problem-solving skills to reading, writing, speaking, listening, viewing, and visually representing.

Benchmarks	Grade-Level Expectations
ELA-7-M1: using comprehension strategies (e.g., summarizing, recognizing literary devices, paraphrasing) to analyze oral, written, and visual texts	9. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: • sequencing events to examine and evaluate information • summarizing and paraphrasing to examine and evaluate information • interpreting stated or implied main ideas • comparing and contrasting literary elements and ideas within and across texts • making inferences and drawing conclusions • predicting the outcome of a story or situation • identifying literary devices (ELA-7-M1)
ELA-7-M2: using reasoning skills (e.g., categorizing, prioritizing), life experiences, accumulated knowledge, and relevant available information resources to solve problems in oral, written, and visual texts	10. Explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2) 11. Use technical information and other available resources (e.g., Web sites, interviews) to solve problems (ELA-7-M2)

ELA-7-M3: interpreting the effects of an author's purpose (reason for writing) and viewpoint (perspective)	12. Evaluate the effectiveness of an author's purpose (ELA-7-M3) 13. Analyze an author's viewpoint by assessing appropriateness of evidence and persuasive techniques (e.g., appeal to authority, social disapproval) (ELA-7-M3)
ELA-7-M4: using inductive and deductive reasoning skills across oral, written, and visual texts	14. Analyze grade-appropriate print and nonprint texts using various reasoning skills, including: • identifying cause-effect relationships • raising questions • reasoning inductively and deductively • generating a theory or hypothesis • skimming/scanning • distinguishing facts from opinions and probability (ELA-7-M4)

Standard Two: Students write competently for a variety of purposes and audiences.

Benchmarks	Grade-Level Expectations
ELA-2-M1: writing multi-paragraph compositions (150-200 words) that clearly imply a central idea with supporting details in a logical, sequential order	15. Write complex, multiparagraph compositions on student- or teacher-selected topics organized with the following: • a clearly stated focus or central idea • important ideas or events stated in a selected order • organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic • elaboration (anecdotes, relevant facts, examples, and/or specific details) • transitional words and phrases that unify ideas and points • an overall structure (e.g., introduction, body/middle, and concluding paragraph that summarizes important ideas and details) (ELA-2-M1)

ELA-2-M1 (continued): writing multi-paragraph compositions (150-200 words) that clearly imply a central idea with supporting details in a logical, sequential order	16. Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-M1)
ELA-2-M2: using language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing complex compositions	17. Develop grade-appropriate compositions on student- or teacher-selected topics that include the following: • word choices (diction) appropriate to the identified audience and/or purpose • vocabulary selected to clarify meaning, create images, and set a tone • information/ideas selected to engage the interest of the reader • clear voice (individual personality) • variety in sentence structure (ELA-2-M2)
ELA-2-M3: identifying and applying the steps of the writing process	18. Develop grade-appropriate compositions by identifying and applying writing processes such as the following: • selecting topic and form • prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers) • drafting • conferencing (e.g., peer and teacher) • revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics) • proofreading/editing • publishing using technology (ELA-2-M3)
ELA-2-M4: using narration, description, exposition, and persuasion to develop various modes of writing (e.g., notes, essays)	19. Develop grade-appropriate paragraphs and multiparagraph compositions using the various modes of writing (e.g., description, narration, exposition, and persuasion), emphasizing narration and exposition (ELA-2-M4) 20. Use the various modes to write compositions, including: • short stories developed with literary devices • problem/solution essays • essays defending a stated position (ELA-2-M4)

ELA-2-M5: identifying and applying literary devices (e.g., symbolism, dialogue)	21. Develop writing using a variety of literary devices, including understatements and allusions (ELA-2-M5)
ELA-2-M6: writing as a response to texts and life experiences (e.g., personal and business letters)	22. Write for a wide variety of purposes, including: • persuasive letters that include appropriate wording and tone and that state an opinion • evaluations of advertisements, political cartoons, and speeches • text-supported interpretations of elements of grade-appropriate stories, poems, plays, and novels (ELA-2-M6)

Standard Three: Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.

Benchmarks	Grade-Level Expectations
ELA-3-M1: writing fluidly and legibly in cursive or printed form	
ELA-3-M2: demonstrating use of punctuation (e.g., colon, semicolon, quotation marks, dashes, parentheses), capitalization, and abbreviations	23. Use standard English capitalization and punctuation consistently (ELA-3-M2)
ELA-3-M3: demonstrating standard English structure and usage by using correct and varied sentence types (e.g., compound and compound-complex) and effective personal styles	24. Write paragraphs and compositions following standard English structure and usage, including: • varied sentence structures and patterns, including complex sentences • phrases and clauses used correctly as modifiers (ELA-3-M3)
ELA-3-M4: demonstrating understanding of the parts of speech to make choices for writing	25. Apply knowledge of parts of speech in writing, including: • infinitives, participles, and gerunds • superlative and comparative degrees of adjectives • adverbs (ELA-3-M4)

| **ELA-3-M5:** spelling accurately using strategies and resources (e.g., glossary, dictionary, thesaurus, spell check) when necessary | 26. Spell high-frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots and affixes) correctly (ELA-3-M5) |
| | 27. Use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA-3-M5) |

Standard Four: Students demonstrate competence in speaking and listening as tools for learning and communicating.

Benchmarks	**Grade-Level Expectations**
ELA-4-M1: speaking intelligibly, using standard English pronunciation and diction	28. Adjust diction and enunciation to suit the purpose for speaking (ELA-4-M1)
	29. Use standard English grammar, diction, syntax, and pronunciation when speaking (ELA-4-M1)
ELA-4-M2: giving and following directions/procedures	30. Follow procedures (e.g., read, question, write a response, form groups) from detailed oral instructions (ELA-4-M2)
	31. State oral directions/procedures for tasks (ELA-4-M2)
ELA-4-M3: using the features of speaking (e.g., audience analysis, message construction, delivery, interpretation of feedback) when giving rehearsed and unrehearsed presentations	32. Adjust volume and inflection to suit the audience and purpose of presentations (ELA-4-M3)
	33. Organize oral presentations with a thesis, an introduction, a body/middle developed with relevant details, and a conclusion (ELA-4-M3)
ELA-4-M4: speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving)	34. Determine the credibility of the speaker (e.g., hidden agenda, slanted or biased materials) (ELA-4-M4)
	35. Deliver grade-appropriate persuasive presentations (ELA-4-M4)
	36. Summarize a speaker's purpose and point of view (ELA-4-M4)
ELA-4-M5: listening and responding to a wide variety of media	37. Compare, contrast, and evaluate information found in a wide variety of text/electronic media, (e.g., microprint, public speeches, art form) (ELA-4-M5)

ELA-4-M6: participating in a variety of roles in group discussions (e.g., facilitator, recorder)	38. Participate in group and panel discussions, including: • explaining the effectiveness and dynamics of group process • applying agreed-upon rules for formal and informal discussions • assuming a variety of roles (e.g., facilitator, recorder, leader, listener) (ELA-4-M6)

Standard Five: Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.

Benchmarks	Grade-Level Expectations
ELA-5-M1: identifying and using organizational features of printed text, other media, and electronic information (e.g., microprint, CD-ROM, e-mail)	39. Locate and select information using organizational features of grade-appropriate resources, including: • complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices). • electronic storage devices (e.g., CD-ROMs, diskettes, software, drives) • frequently accessed and bookmarked Web addresses • organizational features of electronic information (e.g., Web resources including online sources and remote sites) (ELA-5-M1)
ELA-5-M2: integrating information sources	40. Locate and integrate information from a variety of grade-appropriate resources, including: • multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias) • electronic sources (e.g., Web sites, databases) • other media sources (e.g., audio and video tapes, films, documentaries, television, radio) (ELA-5-M2) 41. Explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-M2)

ELA-5-M3: locating, gathering, and selecting information using formal outlining, paraphrasing, interviewing, and surveying to produce documented texts and graphics	42. Gather and select information using data-gathering strategies/tools, including: • surveying • interviewing • paraphrasing (ELA-5-M3) 43. Generate grade-appropriate research reports that include information presented in a variety of forms, including: • visual representations of data/information • graphic organizers (e.g., outlines, timelines, charts, webs) • works cited lists and/or bibliographies (ELA-5-M3)
ELA-5-M4: using available technology to produce, revise, and publish a variety of works (e.g., documented research reports, investigative reports, annotated bibliographies)	44. Use word processing and/or other technology to draft, revise, and publish a variety of works, including documented research reports with bibliographies (ELA-5-M4)
ELA-5-M5: citing references using various formats (e.g., endnotes, annotated bibliographies)	45. Give credit for borrowed information following acceptable use policy, including: • integrating quotations and citations • using endnotes • creating bibliographies and/or works cited lists (ELA-5-M5)
ELA-5-M6: identifying and interpreting graphic organizers (e.g., flowcharts, timelines, tree diagrams)	46. Interpret information from a variety of graphic organizers including timelines, charts, schedules, tables, diagrams, and maps in grade-appropriate sources (ELA-5-M6)

ENGLISH LANGUAGE ARTS GLOSSARY

Acronym	A word created from the first letters of each (or most) word in a phrase, such as SCUBA, <u>s</u>elf-<u>c</u>ontained <u>u</u>nderwater <u>b</u>reathing <u>a</u>pparatus.
Affix	A letter or group of letters attached to the beginning and/or end of a root word that changes its meaning or function, such as the prefix *un-* and the suffix *-able* in *undeniable*.
Allegory	A narrative in which the characters, events, action, and setting are contrived not only to make sense in themselves but also to signify a second, correlated order of persons, things, concepts, or events.
Alliteration	The repetition of the beginning sounds of two or more neighboring words, such as "<u>P</u>eter <u>P</u>iper <u>p</u>icked a <u>p</u>eck of <u>p</u>ickled <u>p</u>eppers."
Argumentative	A type of writing that develops or debates a topic in a logical or persuasive way.
Assonance	The repetition of a vowel sound in words, such as the long *e* sound in *sh<u>e</u> f<u>ee</u>ds the s<u>ea</u>ls*.
Climax	In a story or play, the turning point or highest point of interest in the action of the plot. See also **plot sequence**.
Cognate	Two or more words from different languages that are related to one another because their historical base is the same or similar.
Conceit	A metaphor or simile that is constructed using elaboration or exaggeration to establish a striking parallel between two apparently dissimilar things or situations.
Connotative	The emotional, implied, or suggested meaning attached to a word that goes beyond its literal meaning.
Consonance	The repetition of final consonant sounds, such as *ba<u>ke</u>*, *sti<u>ck</u>*, *clo<u>ck</u>*.

GLOSSARY

Consonant Blends   Two or more consonants that are blended together rapidly without loss of identity of the sounds, such as the *bl* sound in *black* or the *str* sound in *struggle*.

Conventions of Print   Fundamental knowledge of how a person interacts with printed material based on the culture of the person. This knowledge forms the basis upon which a person learns to read. Examples include directionality (left to right, top to bottom), differences between letters and words, uppercase and lowercase letters, punctuation, understanding that books have front and back covers, title page, author, etc.

Conventions of Writing   Fundamental knowledge of how a person uses his or her own understanding of the written language when writing. This knowledge includes grammar, usage, mechanics (including capitalization and punctuation), structure (topic sentence, paragraph, etc.), and spelling.

Declarative Sentence   A sentence that states an idea, a fact, or an argument—often punctuated by a period—such as *The rabbit hopped*.

Deductive Reasoning   The process of logical reasoning that proceeds from the more general to the more specific; reasoning from whole to parts.

Denotative   The literal meaning or dictionary definition of a word.

Derivative   A word formed by adding an affix (prefix and/or suffix) to a root or stem, such as *dogs*, *highly*, *running*, *bicycle*, *replant*.

Developmental Spelling   The transitional stages students progress through as they move toward spelling standard English words.

Digraph   Two or more letters that make up a single sound, such as the *ph* sound in *phone* or the *oo* sound in *foot*.

Dialect   The social or regional variation of a language as it differs from the standard language.

Diphthong   A single vowel sound made when the tongue glides from one vowel sound to another in the same syllable, such as the *ow* sound in *owl* or the *ai* sound in *main*.

Dramatic Monologue
A type of poem or speech uttered by an assumed character, or persona, in a specific situation at a critical moment, that reveals the character's innermost thoughts and feelings to the audience. See also **soliloquy**.

Epic
A long narrative poem about a subject, and told in an elevated style, centering on the adventures of a larger-than-life hero or heroine, and reflecting the ideals of a nation or culture.

Etymology
The study of words—their origins, history, and meanings.

Euphemism
A word or expression used to replace unacceptable or taboo language.

Exclamatory Sentence
A sentence that expresses a strong opinion or emotion, often punctuated by an exclamation point or marked by intonation, such as *What a fantastic play!*

Expository
A mode of writing that is informational in nature. It is used to explain, describe, or tell about something.

Falling Action
The part of the plot generally following the climax, in which the author reveals the result of the conflict.

Fiction
Literary writing whose content comes from the imagination and is not necessarily based on fact but is designed to entertain; specifically, a type of literature, especially prose (novels, short stories, and forms of folklore).

Figurative Language
Language enriched by word images and figures of speech; not literal in its intent, but designed to make the reader take an imaginative leap to understand the author's point. Often includes the use of similes, metaphors, personification, etc.

Flashback
A literary device in which an earlier event is inserted into a narrative to show events that happened at an earlier time.

Fluency
The ability to orally read words or express ideas with clarity and ease.

Foreshadowing
The technique of arranging events and information in a narrative so that later events are set up beforehand.

Genre
A French term for a kind, a literary type or class.

Graphic Organizer

A representation of information in forms such as maps, charts, graphs (including pie charts and bar graphs), or tables, which visually organize information to identify patterns and relationships.

Homograph

One of two or more words that have the same spelling but differ in origin, meaning, and sometimes pronunciation, such as *bear* (large animal) and *bear* (support; carry) or *bow* (weapon for shooting arrows) and *bow* (forward part of a ship) and *bow* (bend in greeting or respect).

Homonym

One of two or more words that have the same sound and often the same spelling but that differ in meaning, such as bay (a body of water) and bay (part of a window).

Hyperbole

A figure of speech in which subject exaggeration is used for emphasis or effect, such as *That tree must be a mile tall!*

Idiom

A verbal expression that does not mean what it literally says and which may not be understood without local knowledge of the given language. For example, *You're barking up the wrong tree* is the equivalent to arriving at the wrong conclusion.

Imperative Sentence

A verb, a phrase, or a sentence whose construction or spoken tone issues a command and is punctuated with an exclamation point, for example, *Watch out!*

Inductive Reasoning

The process of logical reasoning that proceeds from the more specific to the more general; reasoning from parts to a whole.

Inflection

A change in the form of a word by the addition of an affix or by changing the base of the word to indicate grammatical features, such as number, person, tense, or mood, for example, *run* to *runs* or *run* to *ran*.

Inflectional Forms

The changing grammatical forms, functions, and meanings of a base or root word as different affixes are added to it. For example, the root word is bake; some inflectional forms of *bake* are *bakes*, *baked*, *baking*, *prebake*.

Interrogative Sentence

A sentence or expression that asks a question and is punctuated with a question mark, such as *Where are you going?*

GLOSSARY

Intonation	The rise and fall in pitch of the spoken voice, helping to convey the meaning of a phrase or sentence, for example, the difference between a command and a question as in "*Stop!*" or "*Stop?*"
Irony	A literary technique for implying, through words, plot or character development, that the actual comments or situation is quite different from what is asserted. The author's use of tone, exaggeration, or understatement often suggests the opposite of the literal meaning of the words used.
Literal	The simplest, nonfigurative, or most obvious meaning of a word or words; without exaggeration or embellishment. The words stated mean exactly what they say.
Literary Devices	Rhetorical elements (such as metaphor, foreshadowing, flashback, allusion, symbolism, irony, hyperbole, etc.) used to create a desired mood or tone in a piece of writing.
Metaphor	A figure of speech that makes an implied comparison between two things, such as *Habits are first cobwebs and then cables*.
Mood	The emotional state expressed in a literary work.
Motif	Intentional repetition of a word, phrase, event, or idea used as a unifying element in a piece of writing.
Multicultural Literature	Writing that reflects the customs, beliefs, and experiences of people of differing nationalities, ethnicities, cultures, and races.
Narrative	1. A written (or orally presented) story that consists mainly of a sequence of events, which may be fictional or nonfictional. Narratives generally give an account of something presented as if it really happened.
	2. A mode of writing that includes telling a story.
Nonfiction	A genre of writing designed to explain, argue, or describe a real event rather than to tell an invented story. A type of prose other than fiction but including biography and autobiography.
Nonphonetic Word	Any word whose pronunciation cannot be accurately predicted from its spelling.

GLOSSARY

Onomatopoeia	The formation and use of words to imitate sounds, such as *buzz*, *bang*, *crunch*, etc. A figure of speech in which the sound reflects the sense.
Onset	The part of a syllable that precedes the syllable peak when spoken aloud. Typically, the consonants preceding the syllable's vowel sound, such as the *gr* in *grape*.
Paradox	An apparently contradictory or illogical statement that goes against common sense but suggests a truth, such as *Less is more*.
Personification	A metaphorical figure of speech in which nonhumans (animals, objects, or concepts) are given human qualities.
Persuasive	A mode of writing or a spoken text, the purpose of which is to prove something to be true, credible, or worthy. Arguments may be explicit or implicit, but the purpose of a persuasive argument is to convince an audience to adopt a belief or perform a desired action.
Phoneme	The smallest sound unit of speech that conveys a difference in the meaning of a word, for example, /*b*/ in *book* and /*t*/ in *took*.
Phonemic Awareness	An understanding of the sounds (phonemes) that make up syllables and spoken words.
Phonics	The application of sound-symbol relationships to read and write words.
Phonological Awareness	A broad term that includes identifying and making oral rhymes, working with syllables, onsets and rimes.
Plot Sequence	The structure of the actions of a narrative or drama. The classic plot sequence is as follows: 1) exposition, 2) rising action, 3) climax, and 4) falling action leading to 5) resolution.

Point of View	In fiction, the narrative perspective used by an author to tell a story:

- Third-person points of view:

  - ○ omniscient – gives the reader an all-knowing position from which to see actions and the characters' thoughts
  - ○ limited— point of view that presents the story from outside any single character's perception, but the reader has no special insight into the characters' minds or motivations

- First person points of view—events are related as they are perceived by one character.

  - ○ self-conscious narrator—aware that he or she is composing a work of art and takes the reader into his or her confidence about problems involved either seriously or for comic purposes
  - ○ fallible or unreliable narrator—his or her interpretation of matters does not coincide with the implicit beliefs and norms of value held by the author, whose beliefs and norms the author expects the reader to share.

In nonfiction, used to discuss the author's beliefs and objectivity or subjectivity toward his or her subject.

Prefix	An affix (a letter or group of letters) that comes before a base or root word, such as *pro* at the start of *proclaim*.
Primary Source	A research resource that a writer studies first hand and that contains original opinions or information. A writer may use primary sources as research for an essay or presentation, such as interviews, journals/diaries, letters, autobiographies, etc. See also **secondary source**.
R-controlled Vowel	The modified sound of a vowel immediately preceding /r/ in the same syllable, as in *care*, *never*, *sir*, *or*, *curse*, etc.
Resolution	The part of a story following the climax in which the conflict is resolved.
Rhetorical	Using the principles of rhetoric (the art of finding the available means of persuasion for a given situation) to compose effective and purposeful texts or speeches.
Rime	One or more vowels following the consonant sound of a syllable, such as /ŏŏk/ in c<u>ook</u> or br<u>ook</u>, or /ā/ in st<u>ay</u>.

Rising Action
The part of a story in which the plot becomes increasingly complicated and introduces the conflict. Rising action generally leads to the climax of the story.

Satire
A literary technique or work that uses ridicule, humor, and wit to expose vices and fallacies. It may provoke change in the targeted beliefs, attitudes, or institutions.

Secondary Source
A research resource that contains the work and ideas of other authors or researchers. A writer may use secondary sources as research for an essay or presentation, such as reference books, articles by other authors, biographies, etc. See also **primary source**.

Simile
A comparison of two things that are apparently dissimilar, usually using the words *like* or *as*, for example, *coffee as cold as ice*.

Soliloquy
A speech, usually dramatic, performed by a character while or as if alone on stage. The soliloquy generally is used to develop the speaker's character and typically is a projection of the speaker's innermost thoughts. See also **dramatic monologue**.

Sound Devices
Literary terms that emphasize the sound(s) of the word (e.g., alliteration, assonance, consonance, onomatopoeia).

Standard English
The style of spoken and written English used in most schools, businesses, and government organizations in the United States. Standard English varies geographically and culturally, but maintains a fairly uniform grammatical structure.

Story Elements
Typical components that make up a story's structure and can be discussed individually, such as plot, characters, setting, theme, conflict, and outcome.

Stream of Consciousness
In literature, a technique used to present a character's thoughts and feelings as they develop; generally a random but continual flow of these thoughts and feelings.

Style	An author's distinctive manner of using language that suits his or her ideas and purpose in writing. An author's style often reflects his or her personality and beliefs and appears through each writer's characteristic ways of arranging ideas and use of diction, sentence structures, rhythm, figures of speech, and other elements of composition.
Suffix	An affix (a letter or group of letters) that comes at the end of a base or root word that changes the meaning or grammatical function of the word, such as *-ing* at the end of *fishing*.
Symbol and Symbolism	Symbol: a word or a set of words that signifies an object or event which itself signifies something else. Scales, for example, symbolize justice; a dove, peace; the lion, strength and courage. Symbolism: the use of a concrete image to express an emotion or an abstract idea, such as the white whale representing the concept of evil in *Moby Dick*.
Syntax	The pattern or structure of word order in sentences, phrases, and clauses. The rules of grammar that dictate proper sentence construction.
Technical Writing	Writing for the purpose of communicating scientific or technical information or instructions to a specific audience.
Theme	A main idea or central idea that may be stated directly or indirectly. A theme may be profound, difficult to understand, or even moralistic. Generally a theme can be extracted as the reader explores a text.
Thesis Statement	The main point or argument of which an author or speaker tries to convince an audience through writing or speech.
Tone	The reflections of an author's attitude toward the topic and the audience as suggested by his or her word choices and stylistic efforts, for example, using a *formal* or *informal* tone. The tone of a text may also indicate the message or reaction that an author hopes for from the audience. See also **voice**.
Visual Texts	Information conveyed with images, or with meaningful patterns or sequences. Visual texts range from diagrams to documentaries. Other examples include tables, flowcharts, storyboards, picture glossaries, maps, and movies.

GLOSSARY

Voice

The expression of an author's self or identity as reflected in sentence construction and word choices, for example, using an active or passive voice. Less formally, the total effect of the elements of style that make a particular author's voice distinctive. See also **tone**.

Webbing

Any method of using diagrams, mapping, or other graphic-based tools that illustrate the relationships among the ideas and topics to be included in a piece of writing. May be used as a tool for teaching prewriting, outlining, comprehension, and note-taking.