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LANGUAGE ARTS CURRICULUM

Grades K – 8

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KINDERGARTEN

Strand 1: READING

Standard: Students use the reading process to demonstrate understanding of literary and informational texts.

Benchmarks	Skills
1. Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.	<ul style="list-style-type: none">a) Students use illustrations and prior knowledge to decode unknown words and understand text.b) Students recognize and produce rhyming words orally.c) Students orally combine and segment syllables.d) Students recognize initial of words orallye) Students use pictures and illustrations to understand text and to make predictions.f) Students connect information and events in texts to life experiences.g) Students identify parts of a book including the front and back covers, the title page, and the names of theh) Students differentiate letters and words.i) Students understand concepts of print, including that print conveys meaning and that print is read top-to-bottom and left-to-right.j) Students name upper case alphabet letters.k) Students know letter/sound correspondences.l) Students are familiar with a variety of modes such as Big Books, storytelling, and audio and video modes.
2. Students demonstrate an understanding of literary texts.	<ul style="list-style-type: none">a) Students understand sequence; i.e., beginning, middle, and end.b) Students use illustrations to retell story.c) Students listen and respond to stories based on characters, themes, plots, and settings.
3. Students demonstrate understanding of informational texts by listening and responding to nonfiction texts.	<ul style="list-style-type: none">a) Students use illustrations to derive meaning without attending to text.b) Students approximate familiar patterned texts.c) Students demonstrate an inconsistent understanding of concepts of print, identify some letters by name and sound, and achieve some phonological awareness.d) Students have minimal comprehension of literature.

Strand 2: WRITING

Standard: Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.

Benchmarks	Skills
1. Students apply writing skills to plan, draft, revise, and publish writing.	a) Students use phonemic awareness, letter-sound knowledge, letter formation, and directionality of print to express ideas. b) Students know some dominant sounds in words.
2. Students write a variety of expressive and expository pieces by drawing pictures and telling about them, including pictures of "real-world" events and ideas.	c) Students use pictures and letters to convey ideas showing minimal letter/sound associations within words. d) Students show a basic level of writing.

Strand 3: LISTENING AND SPEAKING

Standard: Students use listening and speaking skills for a variety of purposes and audiences

Benchmarks	Skills
1. Students follow simple one- and two-step directions.	a) Students understand simple directions to be followed.
2. Students orally share and listen to stories and other expressive pieces such as poetry, songs, nursery rhymes, etc.	a) Students need support to speak with evidence of intended purpose and audience with appropriate vocabulary.
3. Students share ideas after hearing or viewing nonfiction and informational passages.	a) Students need help to organize their speaking skills when producing pieces of speech.
4. Students recall facts or details after hearing or viewing an informational passage.	a) Students provide good feedback in listening situations with visual aids.

Grade: 1

Strand 1: READING

Standard: Students use the reading process to demonstrate understanding of literary and informational texts.

Benchmarks	Skills
1. Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.	a) Students use letter-sound relationships, context, and high frequency words to decode unknown words and understand text. b) Students use sequence to understand text and to make predictions about content. c) Students compare information from several sources to understand text. d) Students connect prior knowledge to textual information. e) Students read aloud with fluency in a manner that sounds like natural speech. f) Students are familiar with a variety of modes such as Big Books, story - telling, magazines, newspapers, and audio and video modes.
2. Students demonstrate an understanding of literary texts.	a) Students identify setting, characters, main events, and plot in story. b) Students recall sequence of key events. c) Students read a variety of literary genres such as story- books, poems, fairy tales, narratives, and fables.
3. Students demonstrate understanding of informational texts by listening and responding to nonfiction texts.	a) Students read nonfiction texts. b) Students understand the main idea and relevant facts in level-appropriate informational texts.

Strand 2: WRITING

Standard: Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.

Benchmarks	Skills
1. Students apply writing skills to plan, draft, revise, and publish writing.	a) Students write on a topic to communicate ideas. b) Students begin to demonstrate awareness of openings and closings. c) Students use the term 'voice' to explain writing. d) Students write simple sentences. e) Students capitalize the first word of a sentence, names of people, and the pronoun 'I'. f) Students conclude sentence with proper punctuation such as a period, exclamation point, or question mark. g) Students apply basic phonological principles to spell words including beginning and ending consonant sounds and easy to hear vowel sounds.
2. Students write a variety of expressive and expository pieces.	a) Students create simple lists. b) Students share real-life experiences in writing.

Strand 3: LISTENING AND SPEAKING

Standard: Students use listening and speaking skills for a variety of purposes and audiences

Benchmarks	Skills
1. Students follow two-step directions.	a) Students understand and follow directions by themselves.
2. Students orally share stories, poetry, and nonfiction or informational texts.	a) Students need support to speak with evidence of intended purpose and audience with appropriate vocabulary.
3. Students respond in a variety of ways after viewing or hearing a selection such as drawing a picture or asking related questions.	a) Students speak with an intended purpose and audience with appropriate vocabulary.
4. Students use listening and speaking vocabularies including number words; words to describe people, places and things; synonyms, antonyms, and	a) Students provide relevant feedback in listening situations.

homonyms; and common figures of speech.	
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Grade: 2

Strand 1: READING

Standard: Students use the reading process to demonstrate understanding of literary and informational texts.

Benchmarks	Skills
1. Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.	<ul style="list-style-type: none"> a) Students use basic elements of structural analysis, such as simple prefixes and suffixes, root words, contractions, possessives, sentence structure, and compound words to decode unknown words. b) Students read to confirm predictions about text. c) Students comprehend main idea and supporting details in grade-level-appropriate texts and demonstrate through retelling. d) Students set a purpose for reading and use such comprehension strategies as visualizing and inferring. e) Students make connections with the text.
2. Students demonstrate an understanding of literary texts.	<ul style="list-style-type: none"> a) Students compare and contrast plots, characters, and settings presented by different authors. b) Students identify problem and solution in literary texts. c) Students read a variety of literary genres such as storybooks, poems, fairy tales, narratives, and fables. d) Students are familiar with a variety of modes such as books and poems by same author, children’s literary magazines, Big Books, and storytelling.
3. Students demonstrate understanding of informational texts.	<ul style="list-style-type: none"> a) Students interpret simple written directions. b) Students are familiar with a variety of informational modes such as Big Books, storytelling, magazines, newspapers, and audio and video modes. c) Students use a variety of sources to gather information, such as table of contents, charts, informational books, and guest speakers. d) D. Students read nonfiction, such as biographies and graphics.

Strand 2: WRITING

Standard: Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.

Benchmarks	Skills
1. Students apply writing skills to plan, draft, revise, and publish writing.	<ul style="list-style-type: none">a) Students use prewriting to plan their writing.b) Students capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials or people.c) Students apply sound-symbol relationships to spelling.d) Students use grade-level-appropriate conventions of spelling high frequency words, mechanics, punctuation, grammar, and usage in written work such as series commas, subject-verb agreement, appropriate verb tense, singular and plural nouns, and use of adjectives.e) Students use strategies to draft and revise written work such as focusing on one topic; maintaining consistent focus; using elements of a specific genre; checking for clarity, content, organization, and relevant, and descriptive details.f) F. Students use strategies to edit and publish written work such as editing for grammar, punctuation, capitalization, spelling, and sentence structure; sharing final copy with others; and using available technology to publish work.
2. Students write a variety of expressive and expository pieces	<ul style="list-style-type: none">a) Students create lists and maintain writing journals.b) Students write descriptive sentences.c) Students write a simple story with a beginning, middle, and end.d) Students create and share information using lists, posters, and personal experience reports.e) Students give relevant feedback about others' written work by restating facts, asking questions, and making comments.

Strand 3: LISTENING AND SPEAKING

Standard: Students use listening and speaking skills for a variety of purposes and audiences

Benchmarks	Skills
1. Students give and follow oral directions with three or four steps.	a) 2nd graders performing at the basic level need support to speak with evidence of intended purpose and audience. b) Students are able to follow teacher's instructions, but for some tasks retaking of explanation is needed.
2. Students communicate information, stay on topic, and use appropriate volume.	a) Students need some assistance with organizational and delivery skills when speaking.
3. Students list important facts after viewing or hearing a selection.	a) Students provide good feedback in listening.
4. Students read aloud with appropriate intonation and expression.	a) Students need correction on intonation and stress.
5. Students contribute in small group discussions.	a) Students need orientation in turn taking when having assemblies or discussions in class.

Grade: 3

Strand 1: READING

Standard: Students use the reading process to demonstrate understanding of literary and informational texts.

Benchmarks	Skills
1. Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.	<ul style="list-style-type: none">a) Students use knowledge of less common vowel patterns, syllabication, complex word families, and homophones and homographs to decode unknown words and understand text.b) Students comprehend main idea and supporting details.c) Students use a variety of strategies to make, confirm, and revise predictions about text, such as use of illustrations, titles, and topic sentences.d) Students use reading strategies of setting a purpose for reading, visualizing, and reading between the lines.e) Students make connections among texts and themselves.
2. Students read and interpret literature.	<ul style="list-style-type: none">a) Students understand basic elements of plot such as conflict and resolution.b) Students determine characters' traits by their actions and by how they are portrayed by the author and illustrator.c) Students recognize use of descriptive language.d) Students read a variety of literary genres such as historical fiction, poetry, fiction, fairy tales, and fables, narratives from different cultures, drama, myths, folk tales, and legends.e) Students are familiar with a variety of literary modes such as books and poems by same author.
3. Students demonstrate understanding of informational texts.	<ul style="list-style-type: none">a) Students distinguish the main idea and supporting details in grade-level-appropriate expository text.b) Students compare and contrast information on the same topic after reading several passages or articles.c) Students locate information using a table of contents or glossary.d) Students interpret simple maps, charts, and graphs.e) Students follow simple multi-step written directions.f) Students read nonfiction texts such as biographies.

Strand 2: WRITING

Standard: Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.

Benchmarks	Skills
1. Students apply writing skills to plan, draft, revise, and publish writing.	<ul style="list-style-type: none">a) Students use strategies to arrive at an idea.b) Students write a paragraph with simple topic sentence and supporting details.c) Students write a variety of grammatically correct sentences and recognize voice in their own and others' writing.d) Students use strategies to draft and revise writing such as focusing on one topic; using elements of a specific genre; and checking for clarity, organization, and descriptive details.e) Students use strategies to edit and publish written work such as editing for conventions, sharing final copy with others, and using available technologies to publish.f) Students use various tools to improve writing and vocabulary such as thesaurus, dictionary, and technology.
2. Students write a variety of expressive and expository pieces.	<ul style="list-style-type: none">a) Students write and share personal letters including date, salutation, body, closing, and signature.b) Students write and share literary texts (stories, journals and poems) using grade-level-appropriate strategies such as providing a context within which action takes place, including well-chosen details to develop the plot, and providing insight into why the selected event is memorable.c) Students write reports using research.d) Students give relevant feedback by restating facts, asking questions, making comments, and drawing conclusions.

Strand 3: LISTENING AND SPEAKING

Standard: Students use listening and speaking skills for a variety of purposes and audiences

Benchmarks	Skills
1. Students give relevant feedback by restating facts, asking questions, making comments, and drawing conclusions.	<ul style="list-style-type: none">a) Students provide relevant feedback in listening situations.
2. Students communicate using organization, volume, and eye contact.	<ul style="list-style-type: none">a) Students provide clear and relevant feedback.b) Students exhibit appropriate organizational and delivery skills when speaking.

<p>3. Students use clear and specific vocabulary to communicate ideas, establish tone, and present information.</p>	<p>a) 3rd graders performing at the basic level need support to speak. b) 3rd graders performing at the proficient level speak with an intended purpose and audience.</p>
<p>4. Students read aloud narrative and expository text with appropriate pacing, intonation, and expression.</p>	<p>a) Students know how to intonate in accordance to the type of text they are asked to read aloud. b) Students produce pieces of speech with the appropriate pace, intonation and expression.</p>
<p>5. Students speak and listen cooperatively in small group.</p>	<p>a) Students understand and use the turn taking strategies.</p>

Grade: 4

Strand 1: READING

Standard: Students use the reading process to demonstrate understanding of literary and informational texts.

Benchmarks	Skills
1. Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.	<ul style="list-style-type: none">a) Students demonstrate understanding in their reading of grade-level-appropriate texts based on retelling main idea and supporting detail.b) Students demonstrate the strategy of setting a purpose before reading and visualization during reading.c) Students distinguish between fact and opinion.d) Students draw conclusions from text.e) Students demonstrate understanding by summarizing.f) Students read between the lines to infer author intent.g) Students use various strategies to develop vocabulary including using prior knowledge, learning prefixes, suffixes, and root words.h) Students understand grade-level-appropriate technical and subject specific vocabulary.i) Students use text organizers such as type, headings, and graphics to predict and categorize information.j) Students read narrative and expository text aloud with appropriate pacing, intonation, and expression.
2. Students demonstrate an understanding of literary texts.	<ul style="list-style-type: none">a) Students use knowledge of situation, setting and a character's traits and motivations to determine the causes for that character's actions.b) Students understand the different ways in which words and style are used such as rhythm, alliteration, and onomatopoeia.c) Students read a variety of literary genres such as historical fiction, poetry, fiction, fairy tales, and narratives from different cultures, drama, literature anthologies, myths, folk tales, and legends.d) Students know the defining characteristics of a variety of literary texts such as poetry, biographies, historical fiction, fiction, fairy tales, and fables, narratives from different cultures, drama, nonfiction, myths, folk tales, and legends.e) E. Students establish a purpose for reading.

<p>3. Students demonstrate an understanding of informational texts.</p>	<ul style="list-style-type: none">a) Students read a variety of non-fiction and informational texts.b) Students summarize important information.c) Students locate information using table of contents, index, or glossary.d) D. Students use reading strategies to comprehend informational texts (main idea, supporting details, and fact/opinion).
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Strand 2: WRITING

Standard: Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.

Benchmarks	Skills
1. Students apply writing skills to plan, draft, revise, and publish writing.	<ul style="list-style-type: none">a) Students write organized paragraphs with a topic sentence and supporting details.b) Students write sentences of various lengths.c) Students use grade-level-appropriate spelling, grammar and usage such as regular and irregular verbs, adverbs, prepositions and spelling high frequency words correctly.d) Students use prior knowledge to grasp information and developing a writing plan.
2. Students write a variety of expressive and expository pieces	<ul style="list-style-type: none">a) Students write and share literary texts (stories, plays, journals, poems, and short personal narratives), using grade-level-appropriate strategies such as relating ideas, observations, or recollections of an event or experience; and providing a context to enable readers to imagine the world of the event or experience.b) Students use strategies to write research reports such as evaluating and synthesizing information for use in writing; incorporating notes into a finished product; using appropriate visual aids; including facts, details, explanations, and examples; and using more than one source.

Strand 3: LISTENING AND SPEAKING

Standard: Students use listening and speaking skills for a variety of purposes and audiences

Benchmarks	Skills
1. Students give relevant feedback by restating facts, asking questions, making comments, and drawing conclusions.	<ul style="list-style-type: none">a) Students provide relevant feedback in listening situations.
2. Students use speaking strategies appropriate to different types of presentations.	<ul style="list-style-type: none">a) Students provide clear and relevant feedback.b) Students exhibit appropriate organizational and delivery skills when speaking

<p>3. Students use clear and specific vocabulary to communicate ideas, establish tone, and present information.</p>	<p>a) Students exhibit appropriate organizational and delivery skills when speaking,</p>
<p>4. Students read aloud narrative and expository text with appropriate pacing, intonation, and expression.</p>	<p>a) Students know how to intonate in accordance to the type of text they are asked to read aloud. b) Students produce their speech with the appropriate pace, intonation and expression.</p>
<p>5. 5. Students speak and listen cooperatively in small groups.</p>	<p>a) Students understand and know how to use turn taking strategies.</p>

Grade: 5

Strand 1: READING

Standard: Students use the reading process to demonstrate understanding of literary and informational texts.

Benchmarks	Skills
1. Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.	<ul style="list-style-type: none">a) Students use knowledge of synonyms, antonyms, and multiple meaning words to develop vocabulary.b) Students understand grade-level-appropriate technical and subject-specific vocabulary.c) Students demonstrate comprehension by retelling, summarizing, and paraphrasing main idea and supporting details in grade-level-appropriate text.d) Students draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.e) Students understand cause and effect relationships.f) F. Students use such strategies as setting a purpose for reading and using graphic organizers to predict, categorize and analyze.
2. Students demonstrate an understanding of a variety of literary texts.	<ul style="list-style-type: none">a) Students make connections between characters, character traits, setting, and plot.b) Students make connections with the text.c) Students recognize descriptive language and imagery.d) Students read a variety of literary genres (historical fiction, poetry, fiction, fairy tales, and fables, narratives from different cultures, drama, myths, folk tales and legends).e) Students are familiar with a variety of literary modes including literature anthologies and books by the same author, and can explain the defining characteristics of a variety of texts.
3. Students demonstrate an understanding of informational texts.	<ul style="list-style-type: none">a) Students locate and use information from multiple sources.b) Students compare and contrast information to draw conclusions.c) Students are familiar with a variety of information modes, such as news articles, magazines, online information, and books by the same author, demonstrations, biographies, and biographies.

Strand 2: WRITING

Standard: Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.

Benchmarks	Skills
1. Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.	<ul style="list-style-type: none">a) Students use a variety of strategies to generate ideas for writing such as developing a plan, grouping related ideas, organizing information according to type and purpose, and using prior knowledge.b) Students use meaningful word choice.c) Students use grade-level-appropriate conventions of spelling, usage, punctuation, capitalization, and grammar. E. Students use strategies to revise writing such as producing multiple drafts.d) Students utilize strategies to edit and publish written work and use various tools to improve writing and vocabulary such as a thesaurus, dictionary, reference materials, and technology.
2. Students write a variety of expressive and expository pieces	<ul style="list-style-type: none">a) Students write and share literary analyses, using grade-level-appropriate strategies such as:<ul style="list-style-type: none">▪ Summarizing main ideas and significant details;▪ Using examples from the text, other works, and prior knowledge or experience;▪ Relating own ideas to supporting details; and▪ Developing interpretation based on careful reading.b) Students write and share literary texts (personal narratives, journals, poetry, fictional stories) using level-appropriate strategies such as:<ul style="list-style-type: none">▪ Developing a clear story line in sequence;▪ Using descriptive words and phrases; and▪ Developing character, setting, and plot.c) Students summarize and paraphrase.d) Students use strategies to write research reports using multiple sources, synthesizing information, incorporating notes, and using appropriate visual aids.e) Students connect ideas using an organizational structure such as note taking, outlining, or graphic organizers.

Strand 3: LISTENING AND SPEAKING

Standard: Students use listening and speaking skills for a variety of purposes and audiences

Benchmarks	Skills
1. Students speak on a focused topic with clear organization including main idea with supporting details.	a) Students provide relevant feedback when producing speech.
2. Students use speaking strategies such as pace, volume, eye contact, and relevant gestures.	a) Students provide clear and relevant feedback. b) Students exhibit appropriate organizational and delivery skills when speaking.
3. In small group discussion, students ask relevant questions to determine purpose or clarify meaning.	a) Students exhibit appropriate organizational and delivery skills when speaking,
4. Students follow directions and provide feedback.	a) Students know how to behave when performing a task.
5. Students read aloud their own or others' texts expressively.	a) Students produce their speech with the appropriate pace, intonation and expression.
6. Students understand media, propaganda and visual symbols and images.	a) Students understand the impact of the media in our world.

Grade: 6

Strand 1: READING

Standard: Students use the reading process to demonstrate understanding of literary and informational texts.

Benchmarks	Skills
1. Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.	<ul style="list-style-type: none">a) Students use word origins and derivations to develop vocabulary.b) Students understand grade-level-appropriate technical and subject-specific vocabulary.c) Students comprehend main idea and supporting details in grade-level-appropriate texts through interpretation, inference and analyzing, and read on both the literal and inferential levels, supplying textual evidence, and prior knowledge.d) Students use reading strategies including setting a purpose, visualizing, and analyzing cause-effect relationships.
2. Students read and interpret a variety of literary texts including historical fiction, novels, poetry, fairy tales, tall tales, myths, legends, and plays.	<ul style="list-style-type: none">a) Students identify connections between dialogue, events and conflict.b) Students make connections within and among texts and themselves.c) Students identify similes and metaphors.d) Students compare a variety of literary genres.
3. Students demonstrate an understanding of informational texts.	<ul style="list-style-type: none">a) Students use maps, captioned pictures, or sidebars to locate additional information embedded in text.b) Students analyze technical data in charts or graphs.c) Students are familiar with a variety of informational modes such as public documents, print news media, and Internet websites.d) Students read nonfiction texts such as biographies, interviews, and informational texts.

Strand 2: WRITING

Standard: Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.

Benchmarks	Skills
1. Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.	a) Students use a variety of strategies to generate ideas for written work such as developing a plan, grouping ideas, and organizing information using a controlling idea and adequate details. b) Students use introduction, body, and conclusion, with supporting sentences and details to develop ideas in multi-paragraph expository and persuasive modes. c) Students use persuasive word choice, engaging voice, and correct sentence structure. d) Students use grade-level-appropriate conventions of capitalization, spelling, punctuation, grammar and usage such as present perfect, past perfect, and future perfect verb tenses, indefinite pronouns, verbs that agree with compound subjects, and semicolons to connect independent clauses. e) Students use a variety of writing tools including a thesaurus, dictionary, reference material, and technology. f) Students use strategies to draft and revise written work such as producing multiple drafts. g) Students use strategies to edit and publish written work.
2. Students write a variety of expressive and expository pieces.	a) Students write and share literary analysis, using grade-level-appropriate strategies such as: <ul style="list-style-type: none">▪ Developing an interpretation, exhibiting careful reading, understanding, and insight;▪ Organizing the interpretation around several clear ideas, premises, or images; and▪ Developing and justifying the interpretation through use of examples and textual evidence. b) Students write and share literary texts (personal narratives, journals, poetry, short stories) using grade-level-appropriate strategies such as: <ul style="list-style-type: none">▪ Establishing appropriate point of view;▪ Including sensory detail and concrete language; and▪ Using a range of narrative devices such as dialogue. c) Students write directions, explain problem and solution or procedures. d) Using multiple sources, students create and present informational reports, posters, maps, and/or pamphlets, using strategies to write research such as evaluating and synthesizing information, incorporating notes into a finished product, including facts, details and examples.

Strand 3: LISTENING AND SPEAKING

Standard: Students use listening and speaking skills for a variety of purposes and audiences

Benchmarks	Skills
1. Students speak on a focused topic with clear organization including main idea with supporting details and a recognizable conclusion.	a) Students provide relevant feedback when producing speech.
2. Students communicate using organization, volume, posture, pace, eye contact, and relevant gestures.	a) Students provide clear and relevant feedback. b) Students exhibit appropriate organizational and delivery skills when speaking
3. Students follow directions and provide relevant feedback through note-taking or orally responding.	a) Students exhibit appropriate organizational and delivery skills when are taking notes and speaking.
4. Students read aloud their own or others' texts expressively.	a) Students produce their speech with the appropriate pace, intonation and expression.
5. Students engage in small group discussion using strategies to contribute and create consensus.	a) Students produce and enhance their abilities and strategies to take part of discussions which are collaborative and enlightening
6. Students understand and explain techniques used in media such as propaganda and visual symbols.	a) Students use media such as blogs, on-line newspapers and others to be informed and to compare the type of strategy used by that source.

Grade: 7

Strand 1: READING

Standard: Students use the reading process to demonstrate understanding of literary and informational texts.

Benchmarks	Skills
1. Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.	<ul style="list-style-type: none">a) Students use analogies, idioms, similes, and metaphors to develop vocabulary.b) Students understand grade-level-appropriate technical and subject-specific vocabulary.c) Students understand and use reading strategies including setting a purpose, visualizing, finding the main idea and supporting details, and interpreting in grade-level-appropriate text.
2. Students read and interpret a variety of literary genres.	<ul style="list-style-type: none">a) Students explain connections between setting, plot, theme, and characterization.b) Students understand the use of elements of fictions such as point of view, characterization, and irony to achieve author's purpose.c) Students understand personification, hyperbole, imagery.
3. Students demonstrate understanding of informational texts.	<ul style="list-style-type: none">a) Students understand organizational patterns in expository texts such as cause and effect; compare and contrast; chronology, and supporting details.b) Students interpret technical data in a variety of formats.c) Students conduct research using multiple resources such as atlases, globes, encyclopedias, indexes, and technical manuals.d) Students are familiar with a variety of informational modes such as public documents, print news media, Internet websites, biographies, and interviews.e) E. Students understand word choice and arguments that convey author's point of view.

Strand 2: WRITING

Standard: Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.

Benchmarks	Skills
1. Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.	<ul style="list-style-type: none">a) Students use a variety of strategies to generate ideasb) for written work such as developing a plan, grouping ideas, and organizing information.c) Students organize writing logically, chronologically,d) and coherently using strong beginnings, supporting sentences, appropriate transitions, and strong conclusions.e) Students use meaningful word choice, voice, and sentence fluency.f) Students utilize various writing strategies and tools to revise writing such as producing multiple drafts; focusing on central idea; including descriptive detail; using elements of style such as word choice, tone, sentence variety; and revising for clarity, content, and vocabulary to improve writing.g) Students use grade-level-appropriate conventions of spelling, usage, punctuation, capitalization, and grammar such as infinitives and participles, pronoun-antecedent agreement, hyphens, dashes, and brackets, and word bases and affixes in spelling.h) Students use strategies to edit and publish written work such as editing for grammar, punctuation, capitalization, and spelling; and use resources (dictionaries, spell checkers, and style manuals) to edit and proofread.
2. Students write a variety of expressive and expository pieces.	<ul style="list-style-type: none">a) Students write and share literary texts (personal narratives, journals, poetry, plays, short stories) using grade-level-appropriate strategies such as:<ul style="list-style-type: none">▪ Developing major and minor characters; and▪ Developing a setting.b) Students write reports and present demonstrations.<ul style="list-style-type: none">▪ Students explain problem, solution, and procedures.▪ Students use a variety of strategies to identify topics to investigate such as constructing questions, narrowing the focus, and gathering information.▪ Students use strategies to cite reference sources such as quoting or paraphrasing information sources or listing resources by title.c) Students write and share literary analyses using grade-level-appropriate strategies such as:<ul style="list-style-type: none">▪ Describing setting, plot structure, and theme or conflict; and▪ Describing connections between historical and cultural influences and literary selections.

Strand 3: LISTENING AND SPEAKING

Standard: Students use listening and speaking skills for a variety of purposes and audiences

Benchmarks	Skills
1. Students use effective speaking skills including volume, eye contact, posture, poise, relevant gestures, enunciation, and inflection.	a) Students present ideas with a clearly intended purpose and audience, successfully integrating voice and format. Their presentation shows logical and coherent organization. As presenters, they exhibit planning, organization, and delivery skills when speaking.
2. Students speak on a focused topic with clear organization, substantial content, and audience awareness.	a) Students present ideas clearly and supported by specific details, examples, and citations. Sentence structure is varied and language is rich and engaging.
3. Students use note-taking strategies while listening or viewing.	a) Students support ideas with sufficient, relevant details or examples.
4. Students present reports and demonstrations, explaining problem, solution, and procedures.	a) Students listen actively to oral communication, giving relevant feedback, and asking appropriate questions.
5. Students read aloud their own or others' texts fluently, with accuracy, appropriate rate, and expression.	a) Students produce their speech with the appropriate pace, intonation and expression.
6. Students incorporate multi-media when appropriate.	a) Students know how to use multi-media tools such as Power Point, Movie Maker, etc.
7. Students speak and listen in small group situations to contribute and build from previous speakers.	a) Students produce and enhance their abilities and strategies to take part of discussions which are collaborative and enlightening

Grade: 8

Strand 1: READING

Standard: Students use the reading process to demonstrate understanding of literary and informational texts.

Benchmarks	Skills
1. Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.	<ul style="list-style-type: none">a) Students use word origins, context clues, and personal connections to develop vocabulary and understand grade-level-appropriate technical and subject specific terms.b) Students comprehend main idea and supporting details in grade-level-appropriate text.c) C. Students use strategies such as setting a purpose, predicting, cause/effect, comparing/contrasting, drawing conclusions, visualizing, and inferring to interpret and analyze text.
2. Students read and interpret a variety of literary texts.	<ul style="list-style-type: none">a) Students make inferences about events, setting, style, tone, mood, and meaning.b) Students understand and identify significant literary elements such as author's purpose and style, point of view, symbolism, dialect, figurative language (metaphor, simile, and personification), flashback, foreshadowing, and common themes.c) C. Students understand the historical, social, and cultural influences on literary works, such as how a text reflects the period ideas, customs, and outlook of a particular group of people in history.
3. Students read and demonstrate understanding of informational texts.	<ul style="list-style-type: none">a) Students conduct research using multiple resources.b) Students analyze data or make generalizations based on explicitly stated information.c) Students support conclusions with facts and/or citations.d) Students are familiar with a variety of informational texts modes such as documentaries, essays, interviews, speeches, newspapers, and Internet websites.e) E. Students summarize and paraphrase information in chronological, sequential, or logical

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Strand 2: WRITING

Standard: Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.

Benchmarks	Skills
1. Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.	<ul style="list-style-type: none">a) Students write using a clear idea with specific details, establishing a controlling impression and a coherent thesis.b) Students use a variety of strategies to generate ideas for written work such as developing a plan, grouping related ideas, organizing information according to type and purpose of writing.c) Students establish organization within and among paragraphs through effective transitions, parallel structures, and cohesive writing techniques.d) Student writing is appropriate for intended audience and purposes; voice is apparent.e) Students use meaningful word choice to achieve purpose.f) Students use grade-level-appropriate sentence fluency with compound and complex sentences, parallel structure in a series, and sentence variety.g) Students use grade-level-appropriate conventions with spelling, usage, punctuation, capitalization, and grammar such as subordinate and coordinate conjunctions, comparative adjectives, and proper pronoun case.h) Students use strategies to draft and revise written work such as producing multiple drafts; focusing on a central idea; including descriptive detail; using elements of style such as word choice, tone, sentence variation; and revising for clarity, content, vocabulary, details, sequence, coherence, and point of view.i) Students use strategies to edit and publish written work such as editing for conventions and using resources to edit such as dictionaries, spell checkers, and style manuals.j) Students use word processing in the writing process.
2. Students use appropriate strategies to write a variety of expressive and expository pieces.	<ul style="list-style-type: none">a) Students write and share literary texts (poetry, journals, letters, short stories, plays, essays, personal narratives, short stories, literary responses) using appropriate strategies.b) Students write and share literary analyses using grade-level-appropriate strategies by:c) Stating an interpretive, analytic, evaluative, or reflective position;d) Supporting inferences or conclusions with examples from the text, personal experience, or other works.e) Students produce expository essays, technical writing, and reports.f) Students use strategies to write research reports such as evaluating and synthesizing information for use in writing; incorporating visual aids; including facts, details, explanations, and examples; and using more than two sources.

Strand 3: LISTENING AND SPEAKING

Standard: Students use listening and speaking skills for a variety of purposes and audiences

Benchmarks	Skills
1. Students speak on a focused topic with clear organization, substantial content, and audience awareness.	a) Students present ideas with a clearly intended purpose and audience, successfully integrating voice and format. Their presentation shows logical and coherent organization. As presenters, they exhibit planning, organization, and delivery skills when speaking.
2. Students use effective delivery skills (volume, eye contact, posture, poise gestures, enunciation and reflection) appropriate to audience and purpose.	a) Students present ideas clearly and supported by specific details, examples, and citations. Sentence structure is varied and language is rich and engaging.
3. Students use multi-media to support presentations when appropriate.	a) Students know how to use multi-media tools such as Power Point, Movie Maker, etc.
4. Students use strategies to present oral interpretations of literature.	a) Students listen actively to oral communication, giving relevant feedback, and asking appropriate questions.
5. Students use strategies to contribute to group discussions, including building upon previous comments.	a) Students support ideas with sufficient, relevant details or examples.
6. Students take notes and give relevant, appropriate feedback to speakers in formal and informal settings.	a) Students produce their speech with the appropriate pace, intonation and expression.
7. Students understand and analyze techniques used in various media such as propaganda, images, and symbols central to a particular message, and visual techniques used to influence opinions, decision-making, and cultural perceptions.	a) Students produce and enhance their abilities and strategies to take part of discussions and create stimulating learning situations.

