



English Language Arts

Resource Guide

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NOTE: This document is a work in progress. Parts II and III, in particular, are in need of further development, and we invite the submission of additional learning experiences and local performance tasks for these sections. Inquiries regarding submission of materials should be directed to: English Language Arts Resource Guide, Room 681 EBA, New York State Education Department, Albany, NY 12234 (tel. 518-474-5922).

Using the ELA Standards To Strengthen Local Curricula

Locally-developed procedures for raising student achievement and improving professional practice are most effective if they are initiated by those involved in implementation, developed in a culture of shared inquiry, and focused on a common mission that integrates local priorities with State policies and purposes. Thus, the following suggestions are intended not as steps to curriculum development but as possibilities for using the standards to examine continuity of teaching and learning across the grades. The first column indicates some traditional areas of concern; the second column lists some questions prompted by the standards for staff members to use in discussing those concerns.

“ *In dynamic systems, there can be no step-by-step set of procedures.*

Michael G. Fullan

Concern	Guiding Questions
The literature program	<ul style="list-style-type: none"> • For each language function addressed by the standards (informational, literary, critical, social), what specific texts and listening/viewing experiences are required of students? • Which of those texts and experiences could be considered exemplars of their genres? • To what extent is the range of genres referred to in the standards reflected in the program? • What areas of omission and/or duplication need to be addressed?
Written work	<ul style="list-style-type: none"> • What specific opportunities do students have for writing in the forms and modes associated with each standard? • What opportunities do students have for a) assigned writing, b) writing to learn activities, and c) self-sponsored writing? • What areas of omission or duplication (for 1 and 2) need to be addressed? • To what extent do expectations for written work meet the level of rigor suggested by the standards at the elementary, intermediate, and commencement levels?

<p>Listening and speaking</p>	<ul style="list-style-type: none"> • What specific opportunities do students have for speaking in the forms and modes associated with each standard? • What opportunities do students have for a) informal, school-related conversation, b)small-group and individual discussion, and c) formal presentations and debates? • What areas of omission or duplication (for 1 and 2) need to be addressed? • To what extent do expectations for spoken work meet the level of rigor suggested by the standards at the elementary, intermediate, and commencements levels?
<p>Instructional strategies</p>	<ul style="list-style-type: none"> • What strategies are needed to help students be successful in reading, writing, listening, and speaking for the four purposes addressed by the standards? • For student activities repeated in successive grades (e.g., research reports, response journals, literature discussions) how are students encouraged to address those activities in increasingly complex ways? • What strategies and techniques can encourage students' language proficiency along the dimensions of range, independence, flexibility, connections, and control over the conventions? • What is done to make students aware of these dimensions?
<p>Interdisciplinary teaching and learning</p>	<ul style="list-style-type: none"> • Do students have frequent opportunities to read, write, listen, and speak for all four purposes in every content area? • What literary forms and genres do students read in their content area classes? • What are students who are encouraged to write and talk about content area concepts learning about the concepts? • What are students who are encouraged to write and talk about content area concepts learning about language?

<p>Assessment practices</p>	<ul style="list-style-type: none">• For each language purpose addressed by the <i>Standards</i>, what specific products or performances are assigned to assess students' language abilities?• To what extent do these products and performances assess progress toward the behaviors listed in the <i>Standards</i>?• Using the dimensions of growth as indicators of increasing proficiency, what evidence of growth in each of these areas is revealed in these assignments?• To what extent do the proposed State assessments for English language arts assess progress toward achievement of the <i>Standards</i> and complement the school's required products and performances?• How should the requirements and results of local and State assessments be conveyed to students, parents, and the community?• How can the results of State and local assessments be used to strengthen local curriculum and instruction?
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Arlington teachers have addressed the State standards in their local document in four ways: 1) by identifying *habitual behaviors* expected at each grade level, 2) by embedding the four functions of language in each list of behaviors, 3) by specifying the difficulty level of some texts, and 4) by identifying the evidence of achievement to be included in each student's assessment folder. The following charts list the behaviors and products for reading and listening.

Language for Information, Literary Response and Expression, and Critical Analysis

ELA

1 2 3

READING & LISTENING

Kindergarten

The student:

- Demonstrates an awareness of phonics.
- Draws upon prior experience to comprehend what is read.
- Uses pictures for cues to gain meaning.
- Takes risks when reading.
- Responds to a variety of genres.
- Responds to literature (smiles, claps, etc.) and joins in familiar stories.
- Retells a story through pictures, dictation, or role playing.
- Reads books with repetitive language, such as *Brown Bear, Brown Bear*.
- Chooses books as a free activity.
- Finds pleasure in "reading" as an activity.
- Recognizes that written language should have meaning.
- Shares reading with others.
- Begins to identify elements in a story, such as events, setting, or character.
- Uses environmental print and media/technology to gain information.
- Begins to identify authors' styles.

The student's reading folder will include samples of responses to a fictional picture book and an informational picture book.

Grade 1

- Applies knowledge of phonics to reading.
- Draws upon prior experience to comprehend what is read.
- Uses a variety of strategies to gain meaning (pictorial, phonetic, contextual, and syntactic cues).
- Takes risks as a reader.
- Responds to a variety of genres.
- Writes, role-plays, and/or draws in response to a story or other genres.
- Retells sequence and main idea of story using expressive language.
- Reads books with simple texts, such as Frog and Toad books.
- Selects own books for reading.
- Begins to read silently.
- Begins to self-correct.
- Shares reading with others.
- Begins to identify elements in a story, including events, setting, and character.
- Learns to use a variety of sources to locate information, including picture dictionaries, word lists, books, and technology/media.
- Begins to identify authors' styles.
- Begins to read aloud for an audience.

The student's reading folder will include samples of responses to a fictional picture book and an informational picture book.

Adapted from: *Performance Standards and Assessments for English Language Arts Grades K-5*, Arlington Central Schools, July 1996.

ELA

1 2 3

READING & LISTENING

Language for Information, Literary Response and Expression, and Critical Analysis

Grade 2

- Applies knowledge of phonics to reading.
- Draws upon prior experience to comprehend what is read.
- Uses a variety of strategies to gain meaning, including use of pictures, phonics, and contextual and syntactic cues.
- Takes risks as a reader.
- Responds to a variety of genres.
- Recognizes different types of literature by using prior knowledge.
- Retells sequence and main idea of a story; can identify beginning, middle, and ending.
- Relies on print more than illustrations.
- Reads early reader books, such as I Can Read series, and beginning chapter books, such as Polk Street School series.
- Selects and finishes a variety of texts with frequent guidance.
- Reads silently for short periods.
- Self-corrects using knowledge of language structure and sound/symbol relationships.
- Shares reading experiences with others.
- Identifies plot, characters, and events in a story.
- Uses classroom resources (e.g., charts, displays, and books) to locate information.
- Can identify authors' styles.
- Reads aloud and begins to show appropriate expression and intonation.
- Begins to read and understand simple written directions.

The student's reading folder will include samples of responses to a fairy tale, drama, and a biography/true experience.

Grade 3

- Draws upon prior experience to comprehend what is read.
- Uses a variety of strategies to gain meaning (context cues, phonics, structural analysis, syntax, punctuation cues, and illustrations).
- Takes risks as a reader.
- Responds to a variety of genres.
- Discusses different types of reading material; reflects understanding of text in writing and art work; uses vocabulary and sentence structure from reading materials in written work as well as in conversation.
- Retells beginning, middle, and ending of a story using details from the text; identifies main idea of a passage.
- Reads material with a variety of styles and topics, such as Sarah, Plain and Tall or The Boxcar Children series.
- Selects books to fulfill a variety of purposes.
- Reads silently for extended periods.
- Self-corrects using meaning, knowledge of language structure, and sound/symbol relationships.
- Shares reading with others.
- Begins to understand literary elements and genres.
- Begins to use a variety of reference materials for information (e.g., technology, simple encyclopedias, nonfiction text).
- Discusses author's style in response to literature.
- Reads orally, demonstrating appropriate expression and intonation.
- Follows written directions with some guidance.
- Begins to develop dictionary skills.

The student's reading folder will include samples of responses to a mystery story, a folktale/legend, and a newspaper/news magazine article.

Adapted from: *Performance Standards and Assessments for English Language Arts Grades K-5*, Arlington Central Schools, July 1996.

ELA

1 2 3

READING & LISTENING

Language for Information, Literary Response and Expression, and Critical Analysis

Grade 4

- Draws upon prior experience to comprehend what is read.
- Uses a variety of strategies to gain meaning (context cues, phonics, structural analysis, syntax, punctuation cues, and graphics).
- Takes risks as a reader.
- Responds to a variety of genres.
- Describes a character's growth over time, understands the importance of setting to a story, compares and contrasts text, predicts, makes inferences, and draws conclusions from text.
- Summarizes text in a clear and concise manner, identifies main idea and gives supporting details.
- Reads medium-level texts, such as *Dear Mr. Henshaw* and *Shiloh*.
- Selects books for a variety of purposes.
- Reads silently for extended periods.
- Self-corrects and rereads for understanding.
- Shares reading experiences with others.
- Increases knowledge of literary elements and genres.
- Uses reference sources, including media/technology, to locate information with guidance and to compile a simple report.
- Begins to relate authors' styles to their purposes.
- Reads aloud with expression to convey meaning, using punctuation cues such as quotation marks, commas, colons, or italics.
- Follows written instructions.
- Uses a dictionary with guidance.

The student's reading folder will include samples of responses to historical fiction, fantasy/science fiction, and a historical document/speech.

Grade 5

- Draws upon prior experience to comprehend what is read.
- Uses a variety of strategies to gain meaning (context cues, phonics, structural analysis, syntax, punctuation cues, and graphics).
- Takes risks as a reader.
- Responds to a variety of genres.
- Describes a character's growth over time, understands the importance of setting to a story, compares and contrasts text, predicts, makes inferences, and draws conclusions from text.
- Summarizes text in a clear and concise manner; identifies main idea and gives supporting details.
- Reads more complex books, such as *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* or *Bridge to Terabithia*.
- Selects books for a variety of purposes.
- Reads silently for extended periods.
- Self-corrects and rereads for understanding.
- Shares reading experiences with others.
- Increases knowledge of literary elements and genres.
- Uses information sources including media/technology to develop an extensive report on a topic.
- Compares and contrasts authors' styles and their relationships to the authors' purposes.
- Reads aloud with expression to convey meaning using stylistic and punctuation cues.
- Follows written instructions.
- Uses a dictionary independently.
- Begins to outline content-area material.

The student's reading folder will include samples of responses to a myth/fable, realistic fiction, and an essay/journal/letter/personal account.

Adapted from: *Performance Standards and Assessments for English Language Arts Grades K-5*, Arlington Central Schools, July 1996.

The Reading Department of Wantagh Public Schools “seeks to develop readers who can flexibly and independently process written language for meaning.” To that end, they have identified specific skills and activities associated with each State standard. The indicators that follow were selected to represent Standard 3.



Language for Critical Analysis and Evaluation

Grade 1	Grade 2	Grade 3
<p><i>Students will:</i></p> <ul style="list-style-type: none"> • discuss what they liked about a story • compare stories • listen critically while a book is read aloud • begin the writing process steps of brainstorm, write, revise, and edit • listen to another child’s writing and peer edit • share a piece of writing in the “Author’s Chair” 	<ul style="list-style-type: none"> • listen critically while a book is read aloud • continue to use the writing process approach • begin to read critically using comparisons, story webs and drawing conclusions • differentiate between reality and fantasy • begin to relate a character’s trait to a personal one • begin to state facts and opinions 	<ul style="list-style-type: none"> • listen critically during a book discussion and express an opinion supported by specific evidence from the text • use criteria to assess the content and presentation of written and oral texts • read peers’ writing for the purpose of suggesting revisions

Adapted from: *K-6 Reading/Language Arts Outcomes-Indicators*, Wantagh Schools, 1995.

Language for Critical Analysis and Evaluation

Grade 4	Grade 5	Grade 6
<p><i>Students will:</i></p> <ul style="list-style-type: none"> listen critically during a book discussion and express an opinion supported by specific evidence from the text use criteria to assess the content and presentation of written and oral texts read peers' writing for the purpose of suggesting revisions write a short essay that evaluates an idea and argues a point of view be aware of the nature of "audience" and how it affects writing 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> listen critically during a book discussion and express an opinion supported by specific evidence from the text use criteria to assess the content and presentation of written and oral texts read peers' writing for the purpose of suggesting revisions write a short essay that evaluates an idea and argues a point of view be aware of the nature of "audience" and how it affects writing critique their own and others' work noting, for example, the sequence or main ideas begin to compare and contrast different literary styles 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> listen critically during a book discussion and express an opinion supported by specific evidence from the text use criteria to assess the content and presentation of written and oral texts read peers' writing for the purpose of suggesting revisions write a short essay that evaluates an idea and argues a point of view be aware of the nature of "audience" and how it affects writing begin to compare and contrast different literary styles be able to evaluate, interpret and draw conclusions in fiction and nonfiction

Adapted from: *K-6 Reading/Language Arts Outcomes-Indicators*, Wantagh Schools, 1995.

The Language Arts Department of Lancaster Central Schools have organized their elementary curriculum framework around skills associated with the State standards. The following pages identify skills essential for achievement in Reading, Writing, and Listening and Speaking for Standards 1, 2, 3, and 4.

ELA

1

READING

Language for Information and Understanding

Kindergarten

Print Concepts

Demonstrates understanding of appropriate book knowledge

- locates front and back cover
- holds and turns pages appropriately
- distinguishes between pictures and print
- locates title
- locates author and illustrator's names

Demonstrates knowledge of print on a page

- knows print carries meaning
- frames a letter/word in printed text
- points to the first/last word on a page
- frames specific capital and lower case letters
- frames first and last letter of a word
- recognizes own name in many contexts

Demonstrates directionality when handling books

- identifies front and back cover of book
- identifies where to start reading on a page
- indicates top and bottom of page
- indicates left to right progression on a page
- demonstrates return sweep
- reads left hand page before the right hand page

Demonstrates understanding of punctuation

- frames a period
- frames a question mark
- frames quotation marks
- frames an exclamation mark
- uses proper intonation in shared reading

Comprehension

- Uses picture clues to determine story sequence
- Makes predictions
- Relies on memory to understand text
- Uses rhyme and repetition
- Makes sound/symbol associations
- Recognizes and uses environmental print
- Begins to develop sight vocabulary

Grades 1-2

Word Recognition

Uses context clues to identify unfamiliar words

Identifies and uses consonant sounds in initial, medial, and final positions and consonant blends in decoding unfamiliar words

Identifies and uses vowel sounds in decoding

Develops basic sight vocabulary

Divides words into syllables and arrives at approximate pronunciations

Analyzes words for prefix, suffix, base word and uses in pronouncing new words

Identifies and forms compound words

Identifies and forms contractions

Supplies synonyms and antonyms for commonly used words

Uses structural analysis (prefix, suffix, base word, compound words, contractions) in order to determine word meanings

Vocabulary Development

Uses context to determine meaning of an unknown word or the appropriate meaning of words with multiple meanings

Learns, uses, retains new words

Continues to develop and expand vocabulary

Applies new vocabulary to other content areas

Adapted from: *Language Arts K-6 Curriculum*, Lancaster Central Schools.

Language for Information and Understanding

Grade 1-2 continued

Uses glossary, picture dictionary and dictionary to find meanings of unknown words

Comprehension and Interpretation

Uses picture strategies to: determine story sequence decode unfamiliar words, interpret meaning of text make predictions and inferences draw conclusions identify character traits and moods

Responds appropriately to text sequence story elements

- main idea
- details
- plot
- characterization
- theme makes predictions, inferences, draws conclusions identifies author tone, mood, style follows directions

Order and relationships classification identifies and explains cause-effect relationships compare and contrast

Reads noting punctuation: period, colon, semi-colon quotation question mark exclamation point comma apostrophe

Grade 3-6

Word Recognition

Uses graphophonic clues, in combination with context to assist in word recognition

Uses structural analysis to determine pronunciation of unknown words

Uses dictionary and pronunciation key to understand new words and their meanings

Understands purposes of syllabication

Vocabulary Development

Expands vocabulary through literature and related content

Develops knowledge and use of synonyms, antonyms, homonyms and homophones

Develops knowledge and use of prefixes, suffixes and base words

Understands and uses compound words and contractions

Comprehension

Sequence

Retells the story

Identifies main idea and supporting details

Identifies story elements

Predicts story outcome

Draws conclusions

Identifies and explains cause-effect relationships

Distinguishes between facts and opinions

Recognizes point of view

Compares and contrasts characters and events

Summarizes

Identifies genre

Understands and uses exaggeration, simile, metaphor

Follows multi-step directions

Applies extension activities

Study Skills

Understands and uses: alphabetical order dictionary / thesaurus reference materials specific parts of books periodicals maps, charts, graphs, time lines, diagrams, tables, schedules, electronic information

Surveys, skims, scans and adjusts reading rate

Uses SQ3R approach

Organizes information note-taking

Library skills

organization of library-Dewey Decimal System

able to locate materials independently

use online / electronic library card catalogue

Topic Study

develop specific study work as team

- developing consensus
- conflict resolution

presentation

- audience
- displays, supportive materials

Adapted from: *Language Arts K-6 Curriculum*, Lancaster Central Schools.

Language for Literary Response and Expression

Kindergarten	Grades 1-2	Grades 3-6
<p>Literature Appreciation</p> <ul style="list-style-type: none"> Chooses literature for enjoyment Demonstrates enjoyment when listening to literature Participates in shared book activities by joining in and making personal responses Demonstrates proper care of books Responds creatively to literature 	<p>Literature Appreciation</p> <ul style="list-style-type: none"> Enjoys listening to literature Demonstrates proper care of books Self selects appropriate reading materials Chooses literature for enjoyment at home and in school Shares a favorite portion of a story, book, or poem Selects and reads a variety of materials independently 	<p>Literature Appreciation</p> <ul style="list-style-type: none"> Chooses to read independently Chooses from a variety of self-selected materials Shares and expands on independent reading selections Uses reading to meet individual needs and/or interests

Adapted from: *Language Arts K-6 Curriculum*, Lancaster Central Schools.

Language for Critical Analysis and Evaluation

Kindergarten	Grades 1-2	Grades 3-6
<p><i>Recognizes or demonstrates an understanding of narrative and expository text</i></p> <p>Applies prior knowledge to new material</p> <p>Identifies main idea</p> <p>Predicts outcomes</p> <p>Retells story using picture clues</p> <p>Identifies mood</p> <p>Distinguishes between fact and fantasy</p> <p>Responds to literature in a variety of ways</p>	<p><i>Judging and Evaluating:</i></p> <p>Compares and contrasts characters, plots, and purposes</p> <p>Predicts story outcome</p> <p>Draws conclusions and makes generalizations based on prior knowledge of subject matter</p> <p>Presents predictions, conjectures, or speculations of possible future events suggested by an excerpt from text</p> <p>Responds to text by noting language patterns</p> <p>Compares language of text with their own language</p> <p>Maintains a response journal that may summarize or expand on a text</p> <p>Creates an additional (or sequel) episode in a story sequence</p> <p>Understands the cultural background in which the text is written</p> <p>Engages in discussion about one segment of a story from the viewpoint of another story character</p> <p>Compares insights from one literary experience to the next</p>	<p><i>Judging and Evaluating</i></p> <p>Differentiates between fact and opinion</p> <p>Makes value judgments about truthfulness of information</p> <p>Distinguishes between objective and subjective text</p> <p>Understands referential use of language:</p> <ul style="list-style-type: none"> • author's intention • literary devices • humor <p>Identifies reason and prejudice</p> <p>Makes value judgments</p> <p>Compares and contrasts text</p> <p>Interprets pictures, diagrams, graphs, tables, maps, globes, charts, timelines, schedules, electronic information</p> <p>Appreciates the attributes of various literary forms and genres.</p> <p>Develops criteria for literary criticism:</p> <ul style="list-style-type: none"> • Identifies faulty reasoning • Evaluates appropriateness of persuasive techniques • Evaluates reliability of a source • Assesses significance of information • Determines usefulness of information in light of purposes for reading • Evaluates effectiveness of selection in comparison with others of its kind

Adapted from: *Language Arts K-6 Curriculum*, Lancaster Central Schools.

Language for Social Interaction

Kindergarten	Grades 1-2	Grades 3-6
<p>Participate in shared reading of invitations, letters, journals, and notes</p> <p>Differentiate among invitations, letters, journals and notes</p> <p>Exchange ideas with other readers;</p> <p>Listen and participate in discussions about literature</p> <p>Develop awareness of regional, cultural, and social differences</p> <p>Participate in shared electronic exchanges (E-mail, keypads)</p> <p>Respond to other children’s writing</p> <p>Develop awareness of the concept of “perspective”</p>	<p>Read and respond to invitations, letters, diaries, journals and notes</p> <p>Exchange ideas with other readers</p> <p>Listen and participate in discussions about literature</p> <p>Demonstrate an awareness of the differences among audiences</p> <p>Understand differences between formal and informal language</p> <p>Develop awareness of regional, cultural, and social differences</p> <p>Participate in shared electronic exchanges (E-mail, keypads)</p> <p>Identify perspective</p> <p>Respond to other students’ writings</p>	<p>Read and respond to a wide variety of literary formats, i.e., letters, journals, diaries, charts, graphs, documents, maps, all other non-fiction and fiction genres and works of other students</p> <p>Listen to and exchange ideas about a broad range of topics and genres</p> <p>Communicate independently with a variety of audiences</p> <p>Identify differences between formal and informal language</p> <p>Recognize and compare cultural, regional and social differences expressed in print</p> <p>Understand that perspective is formed and influenced by background and individual experience</p> <p>Create and respond to electronic messages (E-Mail, keypads)</p>

Adapted from: *Language Arts K-6 Curriculum*, Lancaster Central Schools.

Language for Information and Understanding

Kindergarten

Organization and use of information

- observes and records data and details
 - illustrations
 - labeling
- relates a story in sequence
 - illustrations
 - labeling
- summarizes and generalizes
- records directions
- uses graphic organizers
 - brainstorming
 - webbing
 - K - W - L
 - mapping
 - venn diagrams
 - categorizes information

Application/Use of Information

- uses forms: posters, charts, art, multi-media
- uses words, phrases, captions, sentences to label

Basic Writing Conventions

- uses writing tools effectively
- uses developmental spelling
 - drawings as part of messages
 - random letter writing
- writes first, middle and last letter of word

- experiments with punctuation
 - periods
 - commas
 - question marks
 - exclamation points
 - quotation marks
 - apostrophes
- capitalizes at beginning of sentences, names, titles
- discriminates between numerals and upper and lower case letters
- writes first and last name
- writes letters and familiar words
- demonstrates awareness of environmental print
- demonstrates print awareness in writing
 - moves left to right; top to bottom
 - returns to left at end of line
 - spacing
- uses adjectives to describe nouns

Grades 1-2

Organization and Use of Information

- extracts relevant information from sources
- uses graphic organizers
 - Venn diagrams
 - K-W-L charts
 - mapping
 - webbing
 - clustering
- relates information in sequence
 - illustrations
 - labeling
- creates sequential directions
 - first, next, then, last
 - go, stop, start, turn
 - left, right, up, down
 - near, far
- summarizes information
- records scientific or mathematical information/ data

Application of Information

- maintains content area journals
- uses multi-media formats
- uses words phrases, captions to label
- creates posters and charts
- writes a report

Adapted from: *Language Arts K-6 Curriculum*, Lancaster Central Schools.

Language for Information and Understanding

Grades 1-2 continued

Basic Writing Conventions

- uses a variety of vocabulary selections
- writes a complete sentence
- uses appropriate punctuation
 - period
 - question mark
 - exclamation point
 - quotation mark
 - comma
 - apostrophe
- uses capitalization correctly
- understands and uses abbreviations
- observes spacing
- utilizes appropriate grammatical construction
 - nouns
 - pronouns
 - verbs
 - adjectives
 - adverbs
 - verb tense
- uses writing process effectively
 - brainstorming and prewriting
 - drafting
 - revising
 - editing
 - publishing

Grades 3-6

Organization/Use of Information

- extracts relevant information from sources
 - use of electronic references
- organizes information from multiple sources
 - use of graphic organizers
- synthesizes information from multiple sources
- compares sources
- summarizes/generalizes information
- interprets information
- writes sequential directions
- demonstrates note-taking skills
- outlines information
- records scientific or mathematical information/data
- demonstrates use of word processing software
- summarizes facts

Application and Use of Information

- uses words, phrases, captions to label
- writes a research report
- writes a news article and headline
- writes a biographical report/sketch
- creates an informational brochure
- designs factual poster/chart
- develops a well-constructed essay

Basic Writing Conventions

- uses standard English in formal presentations
- uses appropriate grammatical constructions
- varies vocabulary choices
- adds descriptive language
- includes appropriate punctuation
 - commas
 - apostrophe
 - quotation marks
 - colon, semi-colon
- uses correct spelling/capitalization
- incorporates a variety of sentence structures
- self corrects
- uses revision skills to improve writing
- responds to corrective feedback
- expands or narrows topic

Adapted from: *Language Arts K-6 Curriculum*, Lancaster Central Schools.

Language for Literary Response and Expression

Kindergarten	Grades 1-2	Grades 3-6
<p>Understanding Story Elements</p> <ul style="list-style-type: none"> • prediction • setting • characterization • plot and theme • real and make believe • cause / effect • description comparison <p>Analysis of Text</p> <ul style="list-style-type: none"> • recognizes poetic structures <ul style="list-style-type: none"> - rhyme - repetition - patterned writing • shows awareness of author’s language and dialogue • shows awareness of first person narration <p>Personal Response</p> <ul style="list-style-type: none"> • makes personal connections • creates new story ending and sequel • recounts actual experience • understands contextual comparisons • makes journal entries • describes story characters • understands genre <ul style="list-style-type: none"> - poetry / song - autobiography 	<p>Understanding and Use of Story Elements</p> <ul style="list-style-type: none"> • prediction • setting • characterization • plot / theme • real / fantasy • description <p>Analysis of Text</p> <ul style="list-style-type: none"> • understands poetic structure <ul style="list-style-type: none"> - rhyme - repetition / patterned writing - alliteration • identifies author’s use of language and dialogue • recognizes first person narration <p>Personal Response</p> <ul style="list-style-type: none"> • makes personal connections • understands story sequel • creates new story endings • recounts actual experience • produces skit or script • describes story characters • writes descriptive paragraphs • makes journal entries • understands / writes text comparisons • utilizes varied genres <ul style="list-style-type: none"> - poetry - song - biography - autobiography - mystery - realistic fiction 	<p>Understanding and use of story elements</p> <ul style="list-style-type: none"> • comparison • setting • alliteration • analogy • prediction • description • characterization • cause / effect • imagery • metaphor • plot / theme • identify genre <p>Analysis of text</p> <ul style="list-style-type: none"> • identifies use of author’s language • understands author’s use of dialogue • recognizes 1st & 3rd person narration • understands poetic structure <p>Personal Response</p> <ul style="list-style-type: none"> • makes personal connections • uses variety of literary strategies • creates story sequel • writes new story ending • recounts an actual experience • creates skit or script • describes story characters • composes poetry / songs

Adapted from: *Language Arts K-6 Curriculum*, Lancaster Central Schools.

Language for Literary Response and Expression

Grades 3-6 continued

- composes autobiographical sketch
- writes newspaper column or article
- writes descriptive paragraphs
- makes journal entries
- compares text
- utilizes genre
 - poetry
 - biography / autobiography
 - folklore (traditional, fable, myth, legend)
 - historical fiction
 - mystery
 - science fiction
 - realistic fiction
 - content area writing

Adapted from: *Language Arts K-6 Curriculum*, Lancaster Central Schools.

Language for Critical Analysis and Evaluation

Kindergarten	Grades 1-2	Grades 3-6
<p>Concepts of Analytical Thinking Develops awareness of:</p> <ul style="list-style-type: none"> • fact vs. opinion • point of view • topic • comparison • supporting detail <p>Application of Issues and Ideas</p> <ul style="list-style-type: none"> • creates advertisement or posters • participates in critical evaluation 	<p>Concepts of Analytical Thinking Demonstrates understanding of:</p> <ul style="list-style-type: none"> • fact vs. opinion • point of view • topic • comparisons • main idea • supporting detail • conclusion <p>Application of Issues and Ideas</p> <ul style="list-style-type: none"> • writes advertisement • writes short essay • develops a critical review • writes a book review <p>Basic Writing Conventions</p> <ul style="list-style-type: none"> • conferences with teacher and/or peer in order to: <ul style="list-style-type: none"> - check for appropriateness of information - broaden or narrow topic - improve sentence structure - respond to feedback - self correct - rearrange information - improve quality of word choice - clarify 	<p>Concepts of Analytical Thinking Demonstrates understanding of:</p> <ul style="list-style-type: none"> • fact vs. opinion • accuracy / evidence • point of view • propaganda / motive • argument • criteria • main idea • supporting details • elaboration • text comparison <p>Application of Issues and Ideas</p> <ul style="list-style-type: none"> • writes essay of critical evaluation • writes advertisement / commercial • writes book review in variety of forms • originates editorial • designs contest entry • develops literary analysis or comparison • writes reviews [news articles, movies, etc.] • prepares, composes, presents formal speech • composes persuasive essay • evaluates data from experiments and observations <p>Basic Writing Conventions</p> <ul style="list-style-type: none"> • conferences with teacher or peer • broadens or narrows a topic • self-corrects • refines sentence structure, spelling, punctuation • reorganizes information • uses references materials (dictionary / thesaurus) • applies appropriate mechanical skills

Adapted from: *Language Arts K-6 Curriculum*, Lancaster Central Schools.

Language for Social Interaction

Kindergarten	Grades 1-2	Grades 3-6
<p><i>Communication and cooperation with peers and others</i></p> <ul style="list-style-type: none"> • exchanges notes, cards, letters, invitations in order to: <ul style="list-style-type: none"> - keep in touch - commemorate special occasions - communicate experiences and ideas • establishes electronic “keypal” relationships <ul style="list-style-type: none"> - e-mail • focuses on audience and purpose • establishes social etiquette 	<p><i>Communication and cooperation with peers and others</i></p> <ul style="list-style-type: none"> • exchanges notes, cards, letters and invitations <ul style="list-style-type: none"> - to keep in touch - to commemorate special occasions - to communicate experiences and ideas • establishes electronic “key pal” relationships <ul style="list-style-type: none"> - E-Mail • focuses on audience and purpose • develops acceptable social etiquette and form 	<p><i>Communication and cooperation with peers and others</i></p> <ul style="list-style-type: none"> • exchanges notes, cards, letters, invitations to: <ul style="list-style-type: none"> - maintain relationships - commemorate special events - communicate experiences and ideas • establishes electronic ‘keypal’ relationships <ul style="list-style-type: none"> - e-mail • understands audience and purpose • uses appropriate formal and informal language • establishes social etiquette and form • demonstrates awareness of regional dialects • develops personal perspective

Adapted from: *Language Arts K-6 Curriculum*, Lancaster Central Schools.

Language for Information and Understanding

LISTENING AND SPEAKING

K-6

Listens for and relates essential information

- identifies and states main ideas clearly
- identifies and states relevant supportive details
- identifies and clarifies relationships among ideas

Follows and gives oral directions

- identifies and provides relevant details
- notes and gives clear sequence of steps
- uses strategies and signal or transition words to aid recall and provide clues to the listener

Identifies and uses vocal characteristics effectively to emphasize meaning

- understands the effect of tone, volume, pitch and rate

Identifies and uses idiomatic expression and figures of speech to enhance oral communication

- understands differences between literal and figurative language
- uses figurative language to add variety and clarity to spoken message
- recognizes and uses terminology unique to occupations, groups, topics and task
- recognizes and respects cultural differences in language used by a speaker

Interprets and uses nonverbal cues to enhance oral meaning

- interprets and uses appropriate posture, facial expressions, eye contact and gestures to reinforce meaning
- recognizes the relationship between visual support materials and oral content and uses the following to support an oral presentation:
 - models
 - charts
 - maps
 - graphs

Identifies and uses critical thinking and problem-solving skills

- identifies and describes a problem.
- provides clear, complete, consistent information about the problem
- considers and predicts possible outcomes and draw conclusions
- suspends judgment until all information is known
- suggests one or more solutions to a problem

Listens for and uses language that demonstrates appropriate patterns of organization in presentations

- indicates a plan of organization as part of the introduction to a formal presentation
- identifies and uses appropriate key words and phrases to emphasize purpose, main ideas and important details
- identifies and uses signal words to provide clues to the organizational structure of the message
 - enumeration
 - cause-effect
 - comparison-contrast
 - sequence of events
- listens for and concludes presentations by summarizing main ideas

Adapted from: *Language Arts K-6 Curriculum*, Lancaster Central Schools.

Language for Literary Response and Expression

LISTENING AND SPEAKING

K-6

Enjoys listening and sharing personal experiences, stories, drama:

- gives full attention to the oral presentation or performance
- follows structure, sequence, pattern
- identifies and includes details or example that are appealing or interesting
- identifies actions, events, situations (characterization, plot, setting, dialogue) that create an emotional response
- speaks with expression
- creates an emotional response in the audience by relating or interpreting personal experience, stories, drama

Appreciates and orally interprets patterns of language

- identifies and uses sounds and words which create images
- identifies and uses repetition and its effects
- identifies and uses rhythm patterns and their effects
- interprets and uses figurative language effectively

Adapted from: *Language Arts K-6 Curriculum*, Lancaster Central Schools.

Language for Critical Analysis and Evaluation

LISTENING AND SPEAKING

K-6

Evaluates and generates statements of opinion, personal preference and values

- judges the relevance of statements
- makes statements based on opinion, preference or values
- judges and provides sufficient support for ideas expressed
- judges and provides appropriate reasons, examples or details to support statements
- provides and evaluates accurate information that supports a position
- considers the experience, qualifications and possible bias of the speaker
- recognizes the effect of personal experience, qualification and bias on one's position or expressed by others
- recognizes the similarities and differences between point of view of speaker and audience
- uses appropriate visual aids and nonprint media

Formulates and expresses judgments about the content, organization and delivery of oral communication

Evaluates and uses persuasive techniques

Adapted from: *Language Arts K-6 Curriculum*, Lancaster Central Schools.

Language for Social Interaction

LISTENING AND SPEAKING

K-6

Practices good listening and speaking:

- determines that listening is required
- listens to speaker
- shows respect for speaker
- identifies purpose for listening
- maintains eye contact
- provides verbal/nonverbal feedback to speaker
- responds meaningfully in conversation
- uses language appropriate to purpose, audience, occasion
- offers ideas related to topic
- relates ideas to personal experiences or prior knowledge
- enjoys listening (stories, poetry, drama, music)

Exchanges messages with accuracy

- listens attentively for important details
- provides complete and accurate information
- clarifies incomplete and unclear message
- recognizes the importance of message
- responds appropriate to messages

Demonstrates principles of good listening and speaking in groups

- asks appropriate questions to clarify
- contributes ideas in brainstorming
- paraphrases and summarizes for clarification
- expresses ideas clearly and effectively
- enjoys listening (stories, poetry, drama, music)
- responds courteously to ideas offered by others
- withholds judgment until speaker finishes
- focuses comments on issues or interpretations

Adapted from: *Language Arts K-6 Curriculum*, Lancaster Central Schools.

Teachers in Horseheads CSD have identified for each grade level or grade level cluster specific language tasks, rubrics for scoring those tasks, and the knowledge and skills necessary to accomplish the tasks. This excerpt describes a reading task associated with Standard 2.

ELA

2

READING

Language for Literary Response and Expression

TASK: After reading a selection, the student will demonstrate basic comprehension skills and/or describe the genre, setting, plot, and character(s)

Rubric

	Literary Analysis	Personal Response	Comprehension skills*
4	Identifies and explains in depth the basic elements** and the genre.	Responds in depth to a character or a situation with supporting details and examples.	Consistently demonstrates comprehension skills in depth.
3	Identifies and explains the basic elements** and the genre.	Responds to a character or situation with supporting details and examples.	Demonstrates comprehension skills, often in depth.
2	Identifies and explains the basic elements** and the genre.	Responds to a character or situation with supporting details and examples.	Demonstrates some comprehension skills.
1	Shows an inability to explain the basic elements** and the genre.	Responds to a character or situation with virtually no supporting details and examples.	Demonstrates few comprehension skills.

* Comprehension skills - main idea, details, summarizing, drawing conclusions, making judgments, and vocabulary development.

** Basic elements - setting, plot, characterization.

Skills and Knowledge Essential to Teach and Learn

Students need to learn how to . . .

1. define setting, plot, characterization, and analyze stories for these elements
2. explain the characteristics of genres: short story, poetry, science fiction, play, novel
3. identify main idea, details, and sequences of events
4. draw conclusions, make judgments, and predict outcomes
5. make inferences by using context clues
6. differentiate between fact and fiction
7. analyze character traits
8. identify literary devices: foreshadowing, suspense, irony, figurative language
9. oral reading: volume, pacing, pronunciation, fluency, expression

Language Arts Learning Outcomes and Performance Tasks, Horseheads Central School District, October 1995.

Description: Teachers from Iroquois Central Schools have chosen to organize their local curriculum framework around activities or tasks that provide evidence of appropriate progress toward the State Standards. In the excerpts that follow, examples of evidence for Standards 1, 3, and 4 are identified, with reading, writing, listening, and speaking embedded in each example.

ELA

1

Language for Information and Understanding

Grade 9

Students will:

- research and present an oral presentation as a part of the study of nonfiction (Presentation includes oral report and audio and/or visual aids. Students experience roles of speaker and audience.)
- research and write a report on one aspect of Elizabethan times as part of the study of Shakespeare

Grade 11

- research and write a paper on a controversial social, political, or scientific topic as part of the study of argumentation and persuasion (Research involves articulating an individual viewpoint/opinion and evaluating written and electronic sources to understand opposing arguments and validating personal perspectives. Written report reflects the use of the writing process.)

Grade 12

- research a social, political, or literary theory as a part of the study of an author's commentary on his or her world (Research involves printed and electronic material. Research culminates in an oral presentation. Students experience roles of speaker and audience.)
- research a career including educational requirements, nature of work, personal attributes required, salary, job availability, and nontangible benefits (Research culminates in a written report that reflects the use of the writing process.)
- research a student-generated topic of interest using library resource books and interview of a person who is intimately aware of information on the topic (Student will write a paper which incorporates both the general information learned through library research and the personal information learned through the interview.)
- write a feature article for a newspaper based on a speech and follow-up interview questions (Students use the *who* or *what* lead summary statement to begin the piece and present information in descending order of importance.)

Adapted from: *English Language Arts Curriculum*, Iroquois Central Schools, 1996.

Language for Critical Analysis and Evaluation

Grade 9

Students will:

- read one narrative and one lyric poem and the biographies of the authors of each, work cooperatively to analyze these two poems and their meanings as reflected knowledge of the poets' lives, interpret the narrative according to story devices, interpret the lyric according to the topic and theme, identify poetic devices in both poems and explain their meaning, and present interpretations orally to the class
- read a literary piece such as *The Pigman* or *Romeo and Juliet*, and following discussion of themes, view a video that develops a similar theme such as: *The War*, *On Golden Pond*, or *West Side Story*, and write a comparison/contrast analysis of the themes presented in the two mediums

Grade 11

- read various opinions on a current controversial issue and write a persuasive composition to influence an audience to adopt a stated opinion
- read several critical analyses of an American poet and explain the criteria which has led to his/her recognition as an important literary figure
- interpret poetry by synthesizing information from various sources and evaluating the influence of an individual's life experiences, culture, and time period on his/her work
- compare the standards used to praise and to censure a classic novel and adopt a personal viewpoint by evaluating these perspectives

Grade 12

- read several critical responses to an author and his/her work, evaluate and account for similarities and differences in perspectives, and share this information in an oral presentation
- write an argument for one novel read to be considered a classic piece of literature and explain and support the rationale for its selection
- read a political statement and analyze the strategies and devices that make the argument effective
- write a position paper examining a difficult moral choice a character makes, take a position in relation to that issue and support it with collaborating evidence from the text, from life and from outside sources such as television, newspaper, magazines, and present the position paper to the class

Adapted from: *English Language Arts Curriculum*, Iroquois Central Schools, 1996.

Language for Social Interaction

Grade 9	Grade 11	Grade 12
<p><i>Students will:</i></p> <ul style="list-style-type: none"> • exhibit the characteristics of a good audience • complete an initial interest inventory to introduce themselves to the teacher and share goals and perspectives • work in a cooperative group to prepare a poetry panel presentation • take part in and conduct meetings of a student organization 	<ul style="list-style-type: none"> • exhibit the characteristics of a good audience • complete an initial interest inventory to introduce themselves to the teacher and share goals and perspectives • work in cooperative groups to share personal responses and common experiences • understand the importance of body language in public speaking situations • take part in and conduct meetings of a student organization 	<ul style="list-style-type: none"> • exhibit the characteristics of a good audience • complete an initial interest inventory to introduce themselves to the teacher and share goals and perspectives • work in cooperative groups to share personal responses and common experiences • understand the importance of body language in public speaking situations • take part in and conduct meetings of a student organization. • interview for a job • write letters of application and cover letters

Adapted from: *English Language Arts Curriculum*, Iroquois Central Schools, 1996.

The charts below list the forms of writing students in Guilderland Schools are expected to experience and indicates by capital letters the particular forms to be introduced each year. The charts indicate that students may be writing in some forms before the forms are formally introduced in the program, and they will continue writing in these forms in the years after they have been introduced. Expressive and narrative forms correspond to Standard 2, expository forms correspond to Standard 1, and persuasive forms correspond to Standard 3. The district’s introduction to the chart indicates that students are expected to have reading experience with each form and that the chart should be used in conjunction with the district’s Position Statement on Composition, its statement “About Writing Instruction,” NCTE’s “Characteristics of an Effective Writing Program,” and the *New York State Guide to Composition K-12*.



Language for Information and Understanding

- CAPITALIZED items are to be introduced and are usually written two or more times in that grade
- To gain control of the descriptive mode, students will use words, phrases, sentences, and paragraphs that describe in most writing assignments
- Journal and personal response to literature are used for observation and reflection and are practiced several times a week.

Grades K-5

	EXPRESSIVE	NARRATIVE	EXPOSITORY	PERSUASIVE
Grade 1	JOURNAL ENTRY FRIENDLY LETTER PERSONAL RESPONSE TO LITERATURE	PERSONAL NARRATIVE	CONTENT REPORT	Use natural opportunities for students to express their opinions and take a stand
Grade 2	Journal entry FRIENDLY LETTER POEM Personal response to literature	Personal narrative AUTOBIOGRAPHICAL SKETCH (e.g., “About the Author”)	DIRECTIONS: Explain how to do a task CONTENT REPORT	Use natural opportunities for students to express their opinions and take a stand
Grade 3	AUTOBIOGRAPHICAL SKETCH Friendly letter Poem Personal response to literature Journal entry	Personal narrative REALISTIC FICTION	DIRECTIONS: Explain how to do a task Content report LETTER OF INVITATION	USE NATURAL OPPORTUNITIES FOR STUDENTS TO EXPRESS THEIR OPINIONS AND TAKE A STAND
Grade 4	Poem Personal response to literature Journal entry	FABLE/FOLKTALE Realistic fiction Personal narrative	BIOGRAPHICAL SKETCH BOOK REPORT Content report BUSINESS LETTER	Use natural opportunities for students to express their opinions and take a stand
Grade 5	Autobiographical sketch Poem Personal response to literature Journal entry	Personal narrative SHORT STORY FEATURE ARTICLE ABOUT A PERSON	DIRECTIONS Content report News article HOW-TO ARTICLE Book report	LETTER TO PERSUADE Advertisement/Commercial

Adapted from: *Elementary Writing Expectations*, Guilderland Central Schools.

Language for Information and Understanding

Grades 6-8

	EXPRESSIVE	NARRATIVE	EXPOSITORY	PERSUASIVE
Grade 6	Personal response to literature Poem Paragraph of personal feelings and/or reactions to an experience or event Autobiographical sketch Friendly letter Journal entry	MYTH Feature article about a person Skit Folktale/Fable Short Story Narrative of actual experience	NEWS ARTICLE How to article RESEARCH CONTENT REPORT Biographical sketch Book report Business letter	ADVERTISEMENT/ COMMERCIAL Letter to persuade
Grade 7	Journal entry Friendly letter Poem Personal response to literature Paragraph of personal feelings and/or reactions	Short Story Feature article about a person or event Narrative of actual experience Skit Autobiographical sketch Myth	INFORMAL ESSAY News article How to article Research/content report Business letter BIOGRAPHICAL REPORT Character study based upon work of literature	BOOK/PLAY/ MOVIE REVIEW LETTER TO PERSUADE WRITTEN TO A REAL AUDIENCE Advertisement for a new product
Grade 8	Friendly letter Poem Personal response to literature Journal entry Paragraph of personal feelings and/or reactions	AUTOBIOGRAPHICAL SKETCH Short Story Narrative of actual experience Feature article about a person or event	Informal essay News article PROCESS ESSAY Directions: How to do a task Research/content report Business letter CHARACTER STUDY BASED UPON WORK OF LITERATURE Biographical report Content report DEMONSTRATION SPEECH	Book, play, movie review Letter to persuade written to real audience Advertisement for a new product

Adapted from: *Elementary Writing Expectations*, Guilderland Central Schools.

Language for Information and Understanding

Grades 9-12

	EXPRESSIVE	NARRATIVE	EXPOSITORY	PERSUASIVE
Grade 9	DESCRIPTION OF PERSON Friendly letter Personal response to literature through journal and essay	Autobiographical sketch Narrative of actual experience	SUMMARY MULTIPLE SOURCE PAPER Essays News/feature article	LITERARY ANALYSIS
Grade 10	Journal entry Familiar place essay Poems Personal response to literature	Personal narrative SCRIPT ADAPTATION Short story Myth Skit DIALOGUE	Multiple source paper Business letter of complaint Character study Summary ESSAYS: CAUSE AND EFFECT INDUCTIVE	Literary analysis Letter to editor Speech Review of event or performance PERSUASIVE ESSAY
Grade 11	Personal response to literature through journal and essay Poems	Personal narrative Script adaptation Short story Myth Skit Dialogue	ESSAYS: COMPARE/CONTRAST DEDUCTIVE Summary RESUME LETTER OF APPLICATION News/feature article Multiple source paper	Literary analysis Speech Persuasive essay Review of event or performance
Grade 12	Personal response to literature through journal and essay Poems	Personal narrative Script adaptation Short story Myth Skit Dialogue	Essays: biographical, process, compare/contrast, foresight/hindsight, deductive, categorical, inductive Resume Letter of application News/feature article Multiple source paper	Literary analysis SPEECH REVIEW OF EVENT OR PERFORMANCE Persuasive essay

Adapted from: *Elementary Writing Expectations*, Guilderland Central Schools.