

English Language Arts

Resource Guide

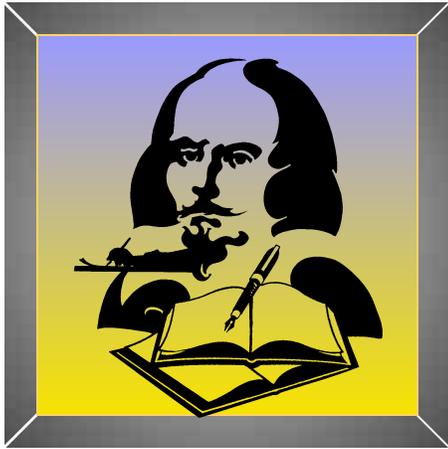
PART IV

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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).

Standard 1

English Language Arts



Students will read, write, listen, and speak for information and understanding.

As listeners and readers, students will collect data, facts, and ideas, discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.

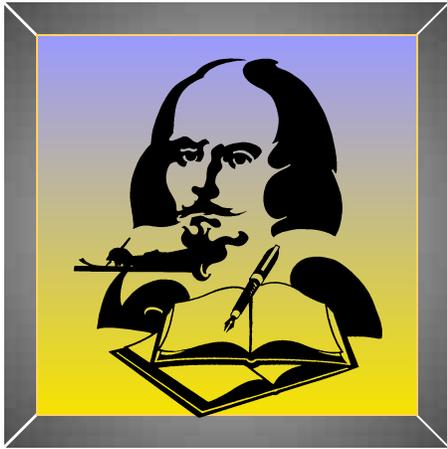
▲ LISTENING & READING to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

Students:

ELEMENTARY	INTERMEDIATE	COMMENCEMENT
<ul style="list-style-type: none"> gather and interpret information from children’s reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources as charts, graphs, maps, and diagrams 	<ul style="list-style-type: none"> interpret and analyze information from textbooks and nonfiction books for young adults, as well as reference materials, audio and media presentations, oral interviews, graphs, charts, diagrams, and electronic data bases intended for a general audience 	<ul style="list-style-type: none"> interpret and analyze complex informational texts and presentations, including technical manuals, professional journals, newspaper and broadcast editorials, electronic networks, political speeches and debates, and primary source material in their subject area courses
<ul style="list-style-type: none"> select information appropriate to the purpose of their investigation and relate ideas from one text to another 	<ul style="list-style-type: none"> compare and synthesize information from different sources 	<ul style="list-style-type: none"> synthesize information from diverse sources and identify complexities and discrepancies in the information
<ul style="list-style-type: none"> select and use strategies that have been taught for notetaking, organizing, and categorizing information 	<ul style="list-style-type: none"> use a wide variety of strategies for selecting, organizing, and categorizing information 	<ul style="list-style-type: none"> use a combination of techniques (e.g., previewing, use of advance organizers, structural cues) to extract salient information from texts
<ul style="list-style-type: none"> ask specific questions to clarify and extend meaning 	<ul style="list-style-type: none"> distinguish between relevant and irrelevant information and between fact and opinion 	<ul style="list-style-type: none"> make distinctions about the relative value and significance of specific data, facts, and ideas
<ul style="list-style-type: none"> make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words 	<ul style="list-style-type: none"> relate new information to prior knowledge and experience 	<ul style="list-style-type: none"> make perceptive and well developed connections to prior knowledge
<ul style="list-style-type: none"> support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns 	<ul style="list-style-type: none"> understand and use the text features that make information accessible and usable, such as format, sequence, level of diction, and relevance of details 	<ul style="list-style-type: none"> evaluate writing strategies and presentational features that affect interpretation of the information

Standard 1

English Language Arts



▲ **SPEAKING & WRITING** to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one’s own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

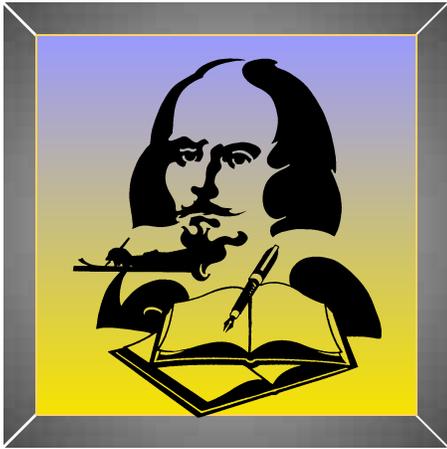
Students:

ELEMENTARY	INTERMEDIATE	COMMENCEMENT
<ul style="list-style-type: none"> present information clearly in a variety of oral and written forms such as summaries, paraphrases, brief reports, stories, posters, and charts 	<ul style="list-style-type: none"> produce oral and written reports on topics related to all school subjects 	<ul style="list-style-type: none"> write and present research reports, feature articles, and thesis/support papers on a variety of topics related to all school subjects
<ul style="list-style-type: none"> select a focus, organization, and point of view for oral and written presentations 	<ul style="list-style-type: none"> establish an authoritative stance on the subject and provide references to establish the validity and verifiability of the information presented 	<ul style="list-style-type: none"> present a controlling idea that conveys an individual perspective and insight into the topic
<ul style="list-style-type: none"> use a few traditional structures for conveying information such as chronological order, cause and effect, and similarity and difference 	<ul style="list-style-type: none"> organize information according to an identifiable structure, such as compare/contrast or general to specific 	<ul style="list-style-type: none"> use a wide range of organizational patterns such as chronological, logical (both deductive and inductive), cause and effect, and compare/contrast
<ul style="list-style-type: none"> use details, examples, anecdotes, or personal experiences to explain or clarify information include relevant information and exclude extraneous material 	<ul style="list-style-type: none"> develop information with appropriate supporting material, such as facts, details, illustrative examples or anecdotes, and exclude extraneous material 	<ul style="list-style-type: none"> support interpretations and decisions about relative significance of information with explicit statement, evidence, and appropriate argument
<ul style="list-style-type: none"> use the process of pre-writing, drafting, revising, and proofreading (the “writing process”) to produce well-constructed informational texts 	<ul style="list-style-type: none"> use the process of pre-writing, drafting, revising, and proofreading (the “writing process”) to produce well-constructed informational texts 	<ul style="list-style-type: none"> revise and improve early drafts by restructuring, correcting errors, and revising for clarity and effect
<ul style="list-style-type: none"> observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms 	<ul style="list-style-type: none"> use standard English for formal presentation of information, selecting appropriate grammatical constructions and vocabulary, using a variety of sentence structures, and observing the rules of punctuation, capitalization, and spelling 	<ul style="list-style-type: none"> use standard English skillfully, applying established rules and conventions for presenting information and making use of a wide range of grammatical constructions and vocabulary to achieve an individual style that communicates effectively

Standard 2

English Language Arts

Students will read, write, listen, and speak for literary response and expression.



Students will read and listen to oral, written and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language for self-expression and artistic creation.

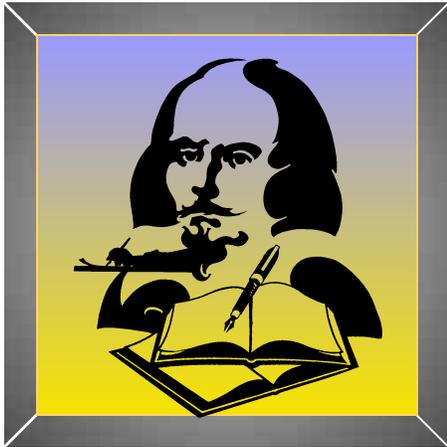
▲ LISTENING & READING for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text.

Students:

ELEMENTARY	INTERMEDIATE	COMMENCEMENT
<ul style="list-style-type: none"> read a variety of literature of different genres: picture books; poems; articles and stories from children’s magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and nonfiction intended for young readers 	<ul style="list-style-type: none"> read and view texts and performances from a wide range of authors, subjects, and genres 	<ul style="list-style-type: none"> read and view independently and fluently across many genres of literature from many cultures and historical periods
<ul style="list-style-type: none"> recognize some features that distinguish the genres and use those features to aid comprehension 	<ul style="list-style-type: none"> understand and identify the distinguishing features of the major genres and use them to aid their interpretation and discussion of literature 	<ul style="list-style-type: none"> identify the distinguishing features of different literary genres, periods, and traditions and use those features to interpret the work
<ul style="list-style-type: none"> understand the literary elements of setting, character, plot, theme, and point of view and compare those features to other works and to their own lives 	<ul style="list-style-type: none"> identify significant literary elements (including metaphor, symbolism, foreshadowing, dialect, rhyme, meter, irony, climax) and use those elements to interpret the work 	<ul style="list-style-type: none"> recognize and understand the significance of a wide range of literary elements and techniques, (including figurative language, imagery, allegory, irony, blank verse, symbolism, stream-of-consciousness) and use those elements to interpret the work
<ul style="list-style-type: none"> use inference and deduction to understand the text 	<ul style="list-style-type: none"> recognize different levels of meaning 	<ul style="list-style-type: none"> understand how multiple levels of meaning are conveyed in a text
<ul style="list-style-type: none"> read aloud accurately and fluently, using phonics and context cues to determine pronunciation and meaning 	<ul style="list-style-type: none"> read aloud with expression, conveying the meaning and mood of a work 	<ul style="list-style-type: none"> read aloud expressively to convey a clear interpretation of the work
<ul style="list-style-type: none"> evaluate literary merit 	<ul style="list-style-type: none"> evaluate literary merit based on an understanding of the genre and the literary elements 	<ul style="list-style-type: none"> evaluate literary merit based on an understanding of the genre, the literary elements, and the literary period and tradition

Standard 2

English Language Arts



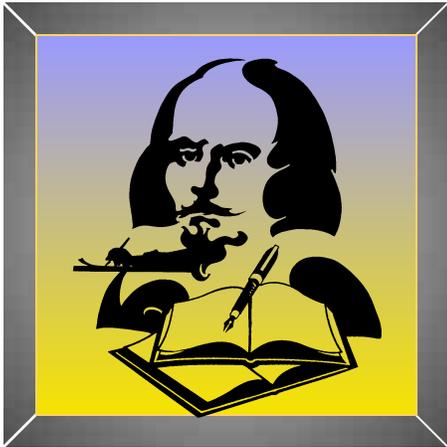
▲ **SPEAKING & WRITING** for literary response involves presenting interpretations, analysis, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.

Students:

ELEMENTARY	INTERMEDIATE	COMMENCEMENT
<ul style="list-style-type: none"> present personal responses to literature that make reference to the plot, characters, ideas, vocabulary, and text structure 	<ul style="list-style-type: none"> present responses to and interpretations of literature, making reference to the literary elements found in the text and connections with their personal knowledge and experience 	<ul style="list-style-type: none"> present responses to and interpretations of works of recognized literary merit with references to the principal features of the genre, the period, and literary tradition, and drawing on their personal experiences and knowledge
<ul style="list-style-type: none"> explain the meaning of literary works with some attention to meanings beyond the literal level 	<ul style="list-style-type: none"> produce interpretations of literary works that identify different levels of meaning and comment on their significance and effect 	<ul style="list-style-type: none"> produce literary interpretations that explicate the multiple layers of meaning
<ul style="list-style-type: none"> create their own stories, poems, and songs using the elements of the literature they have read and appropriate vocabulary 	<ul style="list-style-type: none"> write stories, poems, literary essays, and plays that observe the conventions of the genre and contain interesting and effective language and voice 	<ul style="list-style-type: none"> write original pieces in a variety of literary forms, correctly using the conventions of the genre and using structure and vocabulary to achieve an effect
<ul style="list-style-type: none"> observe the conventions of grammar and usage, spelling, and punctuation 	<ul style="list-style-type: none"> use standard English effectively 	<ul style="list-style-type: none"> use standard English skillfully and with an individual style

Standard 3

English Language Arts



Students will read, write, listen, and speak for critical analysis and evaluation.

As listeners and readers, students will collect analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

▲ LISTENING & READING to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.

Students:

ELEMENTARY

- read and form opinions about a variety of literary and informational texts and presentations, as well as persuasive texts such as advertisements, commercials, and letters to the editor

- make decisions about the quality and dependability of texts and experiences based on some criteria, such as the attractiveness of the illustrations and appeal of the characters in a picture book, or the logic and believability of the claims made in an advertisement

- recognize that the criteria that one uses to analyze and evaluate anything depend on one's point of view and purpose for the analysis

- evaluate their own strategies for reading and listening critically (such as recognizing bias or false claims, and understanding the difference between fact and opinion) and adjust those strategies to understand the experience more fully

INTERMEDIATE

- analyze, interpret, and evaluate information, ideas, organization, and language from academic and nonacademic texts, such as textbooks, public documents, book and movie reviews, and editorials

- assess the quality of texts and presentations, using criteria related to the genre, the subject area, and purpose (e.g., using the criteria of accuracy, objectivity, comprehensiveness, and understanding of the game to evaluate a sports editorial)

- understand that within any group there are many different points of view depending on the particular interests and values of the individual, and recognize those differences in perspective in texts and presentations (e.g., in considering whether to let a new industry come into a community, some community members might be enthusiastic about the additional jobs that will be created while others are concerned about the air and noise pollution that could result)

- evaluate their own and others' work based on a variety of criteria (e.g., logic, clarity, comprehensiveness, conciseness, originality, conventionality) and recognize the varying effectiveness of different approaches

COMMENCEMENT

- analyze, interpret, and evaluate ideas, information, organization, and language of a wide range of general and technical texts and presentations across subject areas, including technical manuals, professional journals, political speeches, and literary criticism

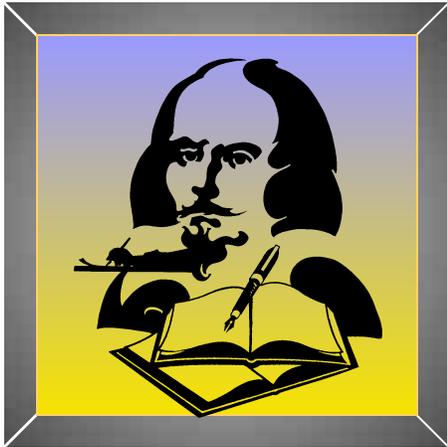
- evaluate the quality of the texts and presentations from a variety of critical perspectives within the field of study (e.g., using both Poe's elements of a short story and the elements of "naturalist fiction" to evaluate a modern story)

- make precise determinations about the perspective of a particular writer or speaker by recognizing the relative weight he/she places on particular arguments and criteria (e.g., one critic condemns a biography as too long and rambling; another praises it for its accuracy and never mentions its length)

- evaluate and compare their own and others' work with regard to different criteria and recognize the change in evaluations when different criteria are considered to be more important

Standard 3

English Language Arts



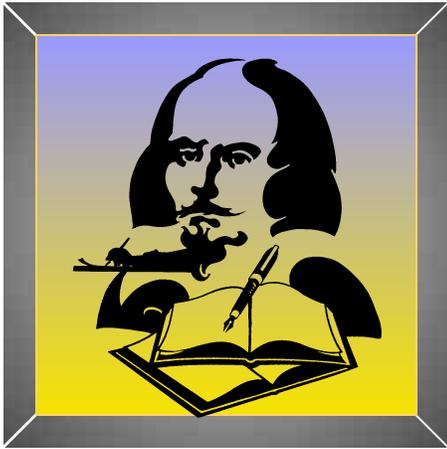
▲ **SPEAKING & WRITING** for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.

Students:

ELEMENTARY	INTERMEDIATE	COMMENCEMENT
<ul style="list-style-type: none"> express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence 	<ul style="list-style-type: none"> present (in essays, position papers, speeches, and debates) clear analysis of issues, ideas, texts, and experiences, supporting their positions with well-developed arguments 	<ul style="list-style-type: none"> present orally and in writing well-developed analysis of issues, ideas, and texts, explaining the rationale for their positions and analyzing their positions from a variety of perspectives in such forms as formal speeches, debates, thesis/support papers, literary critiques, and issues analysis
<ul style="list-style-type: none"> present arguments for certain views or actions with reference to specific criteria that support the argument (e.g., an argument to purchase a particular piece of playground equipment might be based on the criteria of safety, appeal to children, durability, and low cost) 	<ul style="list-style-type: none"> develop arguments with effective use of details and evidence that reflect a coherent set of criteria (e.g., reporting results of lab experiments to support a hypothesis) 	<ul style="list-style-type: none"> make effective use of details, evidence, and arguments and of presentational strategies to influence an audience to adopt their position
<ul style="list-style-type: none"> monitor and adjust their own oral and written presentations to meet criteria for competent performance (e.g., in writing, the criteria might include development of position, organization, appropriate vocabulary, mechanics, and neatness. In speaking, the criteria might include good content, effective delivery, diction, posture, poise, and eye contact) 	<ul style="list-style-type: none"> monitor and adjust their own oral and written presentations according to the standards for a particular genre (e.g., defining key terms used in a formal debate) 	<ul style="list-style-type: none"> monitor and adjust their own oral and written presentations to have the greatest influence on a particular audience
<ul style="list-style-type: none"> use effective vocabulary and follow the rules of grammar, usage, spelling, and punctuation in persuasive writing 	<ul style="list-style-type: none"> use standard English, precise vocabulary, and presentational strategies effectively to influence an audience 	<ul style="list-style-type: none"> use standard English, a broad and precise vocabulary, and the conventions of formal oratory and debate

Standard 4

English Language Arts



Students will read, write, listen, and speak for social interaction.

Students will use oral and written language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

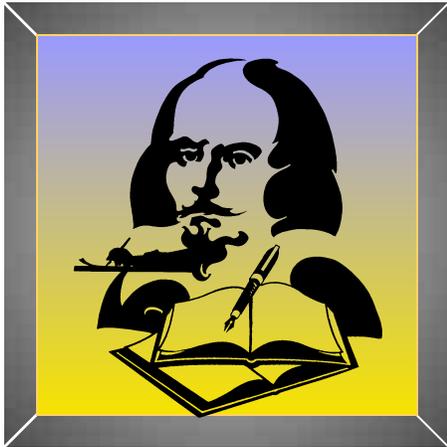
▲ LISTENING & SPEAKING Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.

Students:

ELEMENTARY	INTERMEDIATE	COMMENCEMENT
<ul style="list-style-type: none">listen attentively and recognize when it is appropriate for them to speak	<ul style="list-style-type: none">listen attentively to others and build on others' ideas in conversations with peers and adults	<ul style="list-style-type: none">engage in conversations and discussions on academic, technical, and community subjects, anticipating listeners' needs and skillfully addressing them
<ul style="list-style-type: none">take turns speaking and respond to others' ideas in conversations on familiar topics	<ul style="list-style-type: none">express ideas and concerns clearly and respectfully in conversations and group discussions	<ul style="list-style-type: none">express their thoughts and views clearly with attention to the perspectives and voiced concerns of the others in the conversation
<ul style="list-style-type: none">recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations	<ul style="list-style-type: none">learn some words and expressions in another language to communicate with a peer or adult who speaks that language	<ul style="list-style-type: none">use appropriately the language conventions for a wide variety of social situations, such as informal conversations, first meetings with peers or adults, and more formal situations such as job interviews or customer service
	<ul style="list-style-type: none">use verbal and nonverbal skills to improve communication with others	

Standard 4

English Language Arts



▲ **SPEAKING & WRITING** Written communication for social interaction requires using written messages to establish, maintain, and enhance personal relationships with others.

Students:

ELEMENTARY	INTERMEDIATE	COMMENCEMENT
<ul style="list-style-type: none">• exchange friendly notes, cards, and letters with friends, relatives, and pen pals to keep in touch and to commemorate special occasions	<ul style="list-style-type: none">• write social letters, cards, and electronic messages to friends, relatives, community acquaintances, and other electronic network users	<ul style="list-style-type: none">• use a variety of print and electronic forms for social communication with peers and adults
<ul style="list-style-type: none">• adjust their vocabulary and style to take into account the nature of the relationship and the knowledge and interests of the person receiving the message	<ul style="list-style-type: none">• use appropriate language and style for the situation and the audience and take into account the ideas and interests expressed by the person receiving the message	<ul style="list-style-type: none">• make effective use of language and style to connect the message with the audience and context
<ul style="list-style-type: none">• read and discuss published letters, diaries, and journals to learn the conventions of social writing	<ul style="list-style-type: none">• read and discuss social communications and electronic communications of other writers and use some of the techniques of those writers in their own writing	<ul style="list-style-type: none">• study the social conventions and language conventions of writers from other groups and cultures and use those conventions to communicate with members of those groups